DOCUMENT RESUME

ED 113 548 CE 005 088

AUTHOR Horan, Carolyn; And Others
TITLE Establishing an Education Program at the Marin County Jail.
PUB DATE Jan 75
NOTE 192p.; Practicum submitted in partial fulfillment of the degree of Doctor of Education, Nova University

EDRS PRICE MF-$0.76 HC-$9.51 Plus Postage
DESCRIPTORS *Adult Education Programs; *Correctional Education; *Corrective Institutions; Educational Facilities; Educational Legislation; High School Equivalency Programs; *Prisoners; Program Administration; Program Content; *Program Development; Program Evaluation; Program Planning; Student Characteristics; Vocational Education
IDENTIFIERS California (Marin County); *Marin County Jail

ABSTRACT

A detailed account of the establishment of an educational program at Marin County Jail, along with background information, is provided in the document. A discussion of inmate educational programs throughout the country examines inmate needs, facilities, staffing, and funding. Marin County school system interaction with penal institutions, its law enforcement agencies, and county jail are examined, and information gathered on visits to prison educational and vocational programs in local proximity is discussed. Results of an educational survey of Marin County Jail inmates, program goals and philosophy, program establishment, and educational operations are examined. Reactions to the program were generally favorable. The proposal submitted to Marin County Board of Education to establish the jail program, an on-site evaluation report to the Marin County Superintendent of Schools, a report describing the program to the California State legislature, educational and vocational materials, and a bibliography of 27 titles are appended. It is stated that in the three month trial period of the program, 50 inmates had enrolled in the education program, with 17 working toward GED certificates and four having completed the GED requirements. The program has been approved for the 1974-75 year. (LH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED113548

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ESTABLISHING AN EDUCATION PROGRAM
at the
MARIN COUNTY JAIL

by
Carolyn Horan,
Byron W. Mauzy,
Robert E. Spain

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

Fairfield, California Cluster
Daniel Muller, Ph. D., Coordinator

Maxi I Practicum
January 1975

CE 005 088

2/3

ICE OF VIRGIL S. HOLLIS ○ MARIN COUNTY SUPERINTENDENT OF SCHOOLS

January 7, 1975

Dr. Donald Mitchell, Director
Ed. D. Program
Nova University
College Avenue
Ft. Lauderdale, Florida 33314

Dear Dr. Mitchell:

When the participants of this practicum approached me and asked for my approval and support for their endeavor to start an education program in the Marin County Jail, I expressed my willingness and was enthusiastic about the prospective program. I have since observed their dedicated efforts to complete the project, and have been happy to provide assistance and support.

Since I have had a chance to review the materials and observe firsthand the results of the Education Program which is now a permanent part of the County Schools Office operation, I must report I feel this project has been completely successful.

It is this type of innovation that offers opportunities for more people to profit from our educational system. The members of the Practicum Team are to be commended for their efforts.

Sincerely,

VIRGIL S. HOLLIS
Marin County Superintendent of Schools

lw
cc: Carolyn Horan
Byron Mauzy
Robert E. Spain

TAMAL VISTA BOULEVARD ○ CORTE MADERA ○ CALIFORNIA ○ 94925 ○ Phone: 924 9500/Area Code 415

BAYVIEW
SCHOOLS
TAMAL, CALIFORNIA 94964
OFFICE OF THE MARIN COUNTY SUPERINTENDENT OF SCHOOLS AND THE CALIFORNIA DEPARTMENT OF CORRECTIONS
VIRGIL S. HOLLIS, Superintendent • LOUIS S. NELSON, Warden • L. E. BOLTON, Superintendent of Education • JAMES B. ORRELL, Principal

September 17, 1974

NOVA PRACTICUM DIRECTOR
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Sir:

Because of my professional involvement in the field of correctional education, I was asked to evaluate the Marin County Jail Program which has been submitted to your University in partial fulfillment of the practicum requirements by Mr. Robert Spain, Mr. Byron Mauzy, and Ms. Carolyn Horan. I have had first hand knowledge of this project since its inception and have observed its operation on numerous occasions in visits to the County Jail. I am writing the letter to offer my commendation and support for a program that has been unusually well thought out and carefully instituted. After visiting more than a hundred and twenty jails and prisons around America, it was refreshing to observe a program done in a systematic and thoughtful way based upon the considerations of the needs of the inmates in the jail and the needs of those charged with the responsibility of jail operation.

In my visits to this specific program, I found everyone involved enthusiastic. The inmates were very appreciative and supportive of the program and many of them told me it was the only constructive thing that was provided to them, The jail Commander told me that the program has done much to add to a positive climate in the jail and had thereby contributed immeasurably to the custodial operations.

Again, I commend those who so carefully worked on this project. This certainly was much more than an academic exercise because of what it added to the Marin County Jail in particular and to the field of correctional education in general. It truly represents a milestone in the improvement of the situations in the county jails in California and in the rest of the nation.

Sincerely,

James B. Orrell

JAMES B. ORRELL, Principal
Bayview Schools

JBO/mjs

cc: Mr. Byron Mauzy, Deputy Superintendent
Mr. Robert E. Spain, Assist. Superintendent
Ms. Carolyn Horan, Program Manager
File

E OF VIRGIL S. HOLLIS ○ MARIN COUNTY SUPERINTENDENT OF SCHOOLS

January 7, 1975

Dr. Donald Mitchell, Director
Ed. D. Program
Nova University
College Avenue
Ft. Lauderdale, Florida 33314

Dear Dr. Mitchell:

I have had an opportunity to observe Carolyn Horan, Byron Mauzy, and Robert Spain as they have pursued their practicum in relation to establishing the Marin County Jail Education Program.

It is my opinion that they pursued this program with vigor and with creativity. Their professional dedication and commitment throughout the process is certainly noteworthy.

I have also had an opportunity to read their practicum report and find it an excellent document.

If this is a sample of the quality of the work that is being produced by your students, you certainly have every reason to be most proud and pleased.

Very truly yours,

VIRGIL S. HOLLIS
Marin County Superintendent of Schools

Gene Turtle

GENE E. TURTLE
Administrative Assistant

tb
cc: Carolyn Horan
Byron Mauzy
Robert E. Spain

TAMAL VISTA BOULEVARD ○ CORTE MADERA ○ CALIFORNIA ○ 94925 ○ Phone: 924 9500 Area Code 415

TABLE OF CONTENTS

ABSTRACT . . . . (i)

INTRODUCTION . . . . (ii)

1. ASSESSMENT OF INMATE EDUCATION 1

National Assessment 1

General Education 6

Vocational Training 10

Staffing 17

Funding 18

2. ASSESSMENT OF MARIN COUNTY CORRECTIONAL SYSTEMS 21

General Information about Marin County 21

Citizen Interest in Corrections 23

Marin County Schools Office and Inmate Education 24

Law Enforcement in Marin County 26

The Marin County Jail 27

3. EXPLORATION AND DEVELOPMENT OF THE JAIL EDUCATION PROGRAM 31

Literature Review 31

Program Visits 32

Marin County Jail Education Survey 35

Summary 39

Philosophy for the Marin County Jail Education Program 40

Program Goals 42

Program Evaluation 44

4. ESTABLISHING THE PROGRAM 48

The Question of Authority 48

Agency Contacts 50

The Proposal 67

Financing 68

5. OPERATING THE PROGRAM 72

Employing the Teacher 72

Orienting the Teacher 74

Equipment and Supplies 75

Curriculum 75

Integration into the Jail 77

Relationships with Other Agencies 80

Rough Spots 82

Our First Graduate 89

Report to and Approval by the Marin County Board of Education for 1974-75 90

6. EVALUATION AND CONCLUSIONS 92

Evaluation 92

Conclusions 96

APPENDIX 1: A Proposal to Establish an Education Program at the Marin County Jail, Presented to Marin County Board of Education and Board of Supervisors (January 1974) 100

APPENDIX 2: Report to Marin County Superintendent of Schools/Marin County Board of Education on the Education Program at the Marin County Jail (June 1974) 144

APPENDIX 3: Report to the California State Legislature and the Superintendent of Public Instruction on the Education Program at the Marin County Jail (January 1975) 155

APPENDIX 4: Educational and Vocational Materials

Part A: Progress Report on Horticultural Technology 166

Part B: Report on Courses in Classes for Adults, Approved by Bureau of Adult Education, State Department of Education 168

Part C: General Education Development (GED) Test Description 170

Part D: Accounts of First Graduation from Marin County Jail Education Program 174

BIBLIOGRAPHY 178

ABSTRACT

The purpose of this practicum was to establish an education program at the Marin County Jail. This required: assessment of correctional programs, necessary State of California legislation, program approval by the Marin County Superintendent of Schools/Marin County Board of Education, approval by the Marin County Board of Supervisors, employment and orientation of a teacher, establishment of an appropriate curriculum, implementation of a pilot program, evaluation of the program, and approval for establishing it on a continuing basis.

INTRODUCTION

This practicum established an education program at the Marin County Jail. The program is the result of the cooperation and support of a number of agencies at both county and state levels. In essence, this program provides one full-time instructor to work at the Marin County Jail. This person offers individualized learning experiences to meet the educational needs of the inmates.

Byron Mauzy, Deputy Superintendent, Marin County Schools Office, was responsible for acquiring the support and cooperation of many individuals and agencies connected with the judicial system and criminal justice in Marin County.

Robert Spain, Assistant Superintendent, Marin County Schools Office, was responsible for investigating and analyzing the legal restrictions involved with the multiple agencies necessary to complete the project. He was also responsible for interpreting the Education Code as it relates to this project.

Carolyn Horan, Coordinator, Regional Occupational Program, Marin County Schools Office, researched the literature and visited similar programs located reasonably close to Marin County, including programs at honor camps. She also conducted initial surveys to develop curriculum needs.

The practicum team utilized the expertise of Mr. James Orrell, Principal, Bayview Schools, San Quentin, California; Mr. Gene Turtle, Administrative Assistant, Marin County Schools Office; and Lieutenant Angelo Mecchi, Jail Commander, Marin County in planning and implementing the practicum.

From March to June 1974 the program was established and its practicability explored. A preliminary evaluation of the program was conducted. Since this initial period proved effective, the program was established on a permanent basis on July 1, 1974. This program is totally supported with income from the State Department of Education.

1. ASSESSMENT OF INMATE EDUCATION

National Assessment

In The Challenge of Crime in a Free Society (1972), the President's Commission on Law Enforcement and Administration of Justice wrote:

> The failure of corrections as a system of punishment and retribution is fact. The social and financial costs are staggering. The need is for a systematic, all-out programmatic effort of education and training, which will prepare the offender, at the first possible opportunity, for a productive, contributing role in society. The evidence is overwhelming to support the failure of the punitive, retributive system. There must be a massive attack through education and training.
>
> There is an urgent need to equip those in correctional settings with the knowledge, skills, and attitudes necessary to overcome their inadequate preparation for functioning effectively as producer and consumer in the work world. This means equipping the individuals with more than job skills. They must develop attitudes to work, human relations skills, knowledge of alternative career choices, capabilities for evaluating their alternatives in terms of consequences. They must be able to manipulate the labor market, to experience on a lifelong continuum lateral and vertical career mobility. Without this kind of capability for career development there is little hope that the 1.3 million individuals who come under corrections authority

> during the year will become productive, contributing members of society. Punitive measures and compulsory confinement, in and of themselves, will not achieve the mission of corrections.[1]

The National Advisory Council on Adult Education identified correctional reform as one of the priorities for action in adult education. Richard W. Velde, Law Enforcement Assistance Associate Administrator, takes the stand that improving corrections systems in the United States is the most pressing need of our criminal justice system.[2] Former United States Attorney General Ramsey Clark pointed out that the vital role of corrections must be to rehabilitate, or else the efforts of police and the courts will be lost, serving only to speed the cycle of crime.[3]

The President's Commission on Law Enforcement and

---

[1] U.S. President's Commission on Law Enforcement and Administration of Justice, The Challenge of Crime in a Free Society (Washington, D.C.: Government Printing Office, 1972), p. 72.

[2] Ibid., p. 78.

[3] Ibid., p. 81.

Administration of Justice reported a total inmate population for 1972 of about 426,000, including 222,000 in adult felon institutions, 141,000 in correctional institutions for misdemeanor offenses, and 63,000 in juvenile institutions. In addition, there are roughly 800,000 people on probation or parole.[4]

Although there is limited research at a national level regarding inmates' needs in education, there is general agreement among those studying correctional institutions that improved educational training within the system would benefit both the system and the inmates.

Some of the problems that exist in inmate education were defined in a research project report by the Syracuse University Research Corporation under a grant-in-aid from the Ford Foundation. In the investigation of prisoner education programs throughout the country, the directors of the project analyzed jail operations and came up with some generalities about the country's correctional system. Some of their findings are:

---

[4] Ibid., p. 83.

A. County sheriffs are elected officials with a wide range of backgrounds; of those surveyed, most are over 40 years of age, few are college graduates, and none have a degree in education.

B. If there are educational directors, they were employed during the last year (1972) and range in status and background from professional experienced teachers to former guards, to paraprofessionals, to volunteers. They all report to the sheriff or commissioners and have low status among correctional officers and prison administration.

C. Sheriff's offices and jails are usually housed in the county court house and hold preadjudicated people as well as postadjudicated prisoners.

D. County prison facilities can be characteristed in the following five ways:

1. Their physical structures are designed to merely hold prisoners in cell block areas.

2. They have limited (if any) procedures to physically segregate prisoners by age, crime, or deviance.

3. Their multiple cell occupancy. (In some cases as many as 40 men to a "tank.")

4. Their almost nonexistent programs for work, education, and

> recreation. Prisoners serve "dead time" in cells, exercise on "catwalks", in hallways, on rooftops, or in basements.
>
> 5. Their severe overcrowding. Several county prisons house as many prisoners as are held at medium security state prisons, and sometimes 60% to 70% as many prisoners as are held at most state maximum security prisons.[5]

These conditions would seem to limit the possibility of success for an education program in a county jail. However, the need for education programs in jails, as described in The Challenge of Crime in a Free Society, remains in spite of the problems identified by such research.

Education programs at any level, be it county, state, or federal, have not had a high priority in the development of the penal system in the United States. Initially the concept of a jail was to incarcerate for purposes of punishment a person who had broken the law and to provide a means to isolate that person from the general society. One of the purposes of the initial architecture of jails established in New England was to provide individual cells where inmates could contemplate their wrongdoings and meditate on the error of their ways. The philosophy expressed by this system has influenced not only the design of jails and prisons but also the treatment programs that prevail today in our correctional system.

---

[5] Jonathan C. Davis et al., School Behind Bars: A Descriptive Overview of Correctional Education in the American Prison System (New York: Policy Institutes, 1973), pp. 79-85.

An increasing number of agencies and organizations have become involved in the operation of correctional facilities. The administration of prisons has developed into a complex network of organizational and political processes. Concurrently, the education system in the United States has also grown and developed into a complex structure of intricate subparts. Today, trying to integrate these two systems in order to provide an education program within a correctional institution is a major task.

General Education

General education in prisons does not have a very long or successful history. It was not until 1934 that the federal prison system established compulsory courses for functionally illiterate inmates. During the 1930s several state correctional facilities also established working relationships with state education departments. Today some states, such as California and New York, accredit school facilities within correctional institutions. By 1968, thirty-six state prison systems provided some opportunity for academic work at the college level.[6] This is not true, however, for jail programs.

For their study of inmate education, the Syracuse University Research Corporation examined 350 books, documents, articles, and unpublished manuscripts, and conducted interviews at fifty-five facilities in twenty-seven states. One-fourth of their visits were to county jails.[7] According to their report, county prisons were almost totally lacking any kind of education program, although 50 percent of the jails visited reported having an academic program. Investigation showed that, in reality, the majority of the programs offered consisted of two or three informal courses that were not certified for credit in adult basic education. Most jails do not have libraries, although inmates can receive outside literature to read.[8]

---

[6] Stuart Adams, College Level Instruction in U.S. Prisons: An Exploratory Survey (New York: Ford Foundation, 1968), p. 8.

[7] Davis et al., School Behind Bars, p. 74.

The problems of inadequate facilities, limited offerings, and the paucity of resource materials, severely restrict the educational opportunities of inmates. Apparently, only extremely self-motivated learners can function under these circumstances.

The Syracuse report gives little evidence of any valid classification process in county prisons for obtaining meaningful data on achievement levels or population needs. The programs that provide academic worth result primarily from the teachers' superior efforts. Usually, inmate participation is voluntary, programs are viewed with indifference by the jail staff, no record of inmate evaluation of education programs is attempted, and assessment of inmate educational skills or needs is not a part of the correctional process.[9]

---

[8] Ibid., pp. 90-91.

[9] Ibid., pp. 96-97.

Throughout the prison system, most education programs are voluntary. In some cases inmates with low achievement are required to participate in adult basic education classes for reading, math, and English. Federal and state prisons often contract with local school districts to provide programs for academic training. Some jails have used district adult education programs to provide basic education classes for inmates.

Two programs in federal prisons that have received national acclaim are at Lorton in the District of Columbia and at San Quentin in California. At Lorton in 1972, for example, 1,169 inmates were involved in eighty-six academic class offerings. The academic courses ranged from basic literacy to college courses. During this year alone, 205 inmates successfully completed their General Education Development Tests. This high school equivalency test provides a valuable goal for inmates to achieve.

San Quentin began an academic program in April 1966 leading to an A. A. degree program in five areas. This program has received much publicity and visits from correctional personnel throughout the country. Observing the program may encourage the establishment of similar programs elsewhere.

Correctional institutions that now provide educational opportunities have chosen one or more formalized school programs, including: adult basic education, high school equivalency preparation, vocational training, community college and senior college courses, and miscellaneous courses for personal enrichment and self-improvement.[10]

Vocational Training

Authorities within the criminal justice system are turning increasingly to vocational training as a possible solution to problems such as rehabilitation and recidivism. In California, authorities were so impressed by a vocational training program offered at the Youth Training School in Ontario that they began sending juvenile offenders to this institution in large numbers. The authorities felt that the benefits in vocational training for these young people overrode the benefits of placement in foster homes with tie-ins to local community programs.

---

[10] Ibid., p. 87.

The trend toward vocational rehabilitation is being repeated across the nation in other criminal justice systems where vocational training programs are available. Many authorities feel that vocational training can answer a number of the average inmate's problems. In other words, the chances of recidivism may be reduced when steps are taken to increase the individual's options and ability to make occupational decisions.

However, many prisons and jails are not properly equipped to provide good vocational training due to the costs of modern equipment and materials. Additionally, they often lack an instructional staff who are aware of current labor market trends and techniques of teaching.

Educational requirements for jobs are changing. Many college graduates have difficulty finding jobs, while many high school graduates are now successful. The Department of Labor reports that 80 percent of the jobs in the next decade will require high school and additional technical training rather than a college education.[11] Here, the cost factor enters in. Typically, vocational education in high schools costs about 50 to 75 percent more than other high school curricula.[12] This cost presents a barrier for establishing vocational training programs in correctional facilities. Some successful programs do exist, however:

1. The California Department of Corrections offers extensive vocational training by incorporating prison maintenance tasks such as carpentry, plumbing, and landscaping into education programs. For instance, San Quentin Prison has developed a vocational training program in landscaping that includes ornamental horticulture, a field with employment potential according to a job market survey provided by the Regional Occupational

---

[11] U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook, 1972-73 Edition* (Washington, D.C.: Government Printing Office, 1972), p. 19.

[12] "Vocational Education," *Supplement to Journal of Human Resources* (Madison: University of Wisconsin Center for Studies in Vocational and Technical Education, 1968), p. 87.

Program of the Marin County Superintendent of Schools Office. See Appendix 4, Part A.

2. A program at the Wallkill Correctional Facility in New York provides another model: a training program has been combined with a production shop to make eyeglasses for the inmates. This program is reported to save the institution an estimated $90,000 annually and has nearly a 100 percent placement rate for released inmates who successfully complete the training.

3. Another example is the deep-sea diving course at the California Institute for Men at Chino, California. Two qualified instructors have managed this course with few supportive services. The program graduates have successfully found employment in this field after their release from prison.[13]

---

[13] Linda Sikorski and Lorraine I. Thorn, First National Sourcebook: A Guide to Correctional Vocational Training, ed. David Keyes (Newton, Mass.: New England Resource Center for Occupational Education, and San Francisco: Far West Laboratory for Educational Research and Development, 1973), sec. IV, pt. XXX.

Within the concepts of vocational education, basic decisions about types of program and methods of instruction must be made. Different delivery systems and approaches are appropriate for the several levels of training.

As the name indicates, training release programs try to train inmates vocationally in preparation for their eventual release. Such programs usually permit inmates to leave the institution and receive vocational training in programs offered in cooperation with business, industry, labor unions, adult education, regional occupational programs, technical schools, and community colleges. Some educators see training release programs as one way for inmates to experience both good technical training and improved human relations. They also provide opportunities for inmates to develop and improve their social skills.

Vocational education goals assume that educators within penal institutions will accept responsibility for teaching the technical and social skills needed to succeed in the world of work. This is an area in which educational and custodial units can come into conflict. According to B. F. Skinner, criminologists have a strong tendency to drop the notion of responsibility in education in favor of such alternative notions as capacity or controllability.[14] This view leaves an opening for educators to provide an opportunity for inmates to improve human relations skills.

Training release programs in practical nursing are being tried at the Purdy Treatment Center for Women in Washington in cooperation with local hospitals. Similar programs are being tried in Southern California. As more programs of this type are tried, information will become available regarding their effectiveness.

The functioning of a county jail limits program options and makes mandatory the type of instruction best suited to accomplish maximum success. A research project in programmed instruction was conducted by the Rehabilitation Research Foundation at Draper, Alabama. Their findings indicate that programmed individualized instruction should be the core of the vocational training method.[15]

---

[14] Carl R. Rogers and B. F. Skinner, "Some Issues Concerning the Control of Human Behavior: A Symposium," Human Values and Abnormal Behavior, Readings in Abnormal Psychology, ed. Walter D. Nunkaway (Glenview, Ill.: Scott, Foresman and Co., 1965), p. 127.

The jail in Cook County, Illinois houses a school called PACE (Projects to Advance Creativity in Education), which individualizes instruction by using programmed texts and a collection of tools and manipulative exercises that pertain to particular trades. The need for open-entry programs, in which inmates can continuously enter classes dictates the need for individualized instruction.[16]

It is clear that both the general and vocational educational needs of inmates are critical. It is also clear that both these needs offer a fertile field for appropriate inmate education programs. Ideally, programs should include both general and vocational education. As this report clarifies later, it is neither feasible nor practical to offer vocational education as part of the Marin County Jail Education Program at this time.

---

[15] Sikorski and Thorn, Guide to Correctional Vocational Training, sec. VI, pt. XXX.

[16] Ibid., sec. VII, pt. XX.

Staffing

The quality and special abilities of the instructional staff are paramount to the success of an education program. Inmate education programs require teachers who are qualified in areas of specified training. The staff must have good teaching skills and knowledge, and must be able to deal effectively with both elements of that social system: the inmates and the custodial staff.

The importance of role models is an accepted psychological concept for changing behavior. Inmates often demonstrate this role-modeling function in relation to their career choices. Witness the large number of former inmates who follow careers in legal or social-change occupations because these are the occupational models to which they are exposed. Accordingly, some people feel that inmates should be exposed to successful people in various occupations in order to encourage realistic vocational choices.

Additionally, existing programs display a wide variety of approaches to counseling and placement. For instance, in the diving class at the California Institute for Men at Chino, mentioned earlier, counseling and placement services were provided by the instructors themselves. Of the fifty-two Chino graduates who were placed on jobs in 1972, forty-nine were still on the job and were making an average annual wage of $12,000, according to a follow-up study.[17]

In contrast to the Chino program, the PACE School in Cook County has six counselors and five job placement and follow-up coordinators for 120 students. Their placement record for graduates is very low. There are other important differences in the programs, however. PACE offers prevocational training to a large number of students, while Chino carefully screens students who are likely to succeed and trains them in an intensive program with a specific educational goal.[18]

Funding

Pilot projects are expensive, but this investment may be necessary for change to be initiated in the correctional system. Based on this assumption, funding pilot projects ultimately saves taxpayers' money. We have identified seven common sources of funding for inmate education programs in California:

---

[17] Ibid., sec. IV, pt. XXX.

[18] Ibid., sec. VII, pt. XX.

1. The Manpower Development and Training Act (MDTA). This program is being phased out, but funds will soon be available under a new act, the Comprehensive Employment Training Act of 1973 (CETA).

2. The Law Enforcement Assistance Administration (LEAA).

3. State departments of vocational rehabilitation.

4. Vocational education divisions of state departments of education.

5. The budget of the California Department of Corrections.

6. State apportionment funds for education through adult education, community colleges, and

county schools offices in some areas.

7. Project funds available from the California Council on Criminal Justice.

2. ASSESSMENT OF MARIN COUNTY CORRECTIONAL SYSTEMS

General Information about Marin County

Marin County is located in Northern California. Marin is linked to San Francisco by the Golden Gate Bridge and to the East Bay cities by the Richmond-San Rafael Bridge. It is bordered on the north and northeast by Sonoma County and to the west by the Pacific Ocean. Marin's 521 square miles offer a wide variety of topography, climate, and vegetation--from the tidal flats of the coastline to the slopes of Mount Tamalpais rising 2,609 feet above sea level.

Marin County has led the state in highest income per capita for nineteen years. Out of a population of 209,754, there are 3,927 blacks, 11,304 with Spanish surnames, and 7,310 other nonwhites.

Most residents are business or professional people who commute to San Francisco to work. There is very little industry in the county and most business is in sales and services. There are only fifty-three business firms in Marin County who hire fifty or more employees.

Marin is usually thought of as a suburban residential and recreational area, but ranching and dairying are important businesses in the rural areas of West Marin. Industry in the county includes metal fabrication, printing, boat building, and the manufacture of plastic products, silicon diodes, missile components, cosmetics, candles, and cheese.

Marin children are educated in two community colleges, two unified school districts, two high school districts, sixteen elementary school districts, and forty-nine private schools. Some North Marin students attend high school and community college in Sonoma County.

The combination of mountains, sea, and climate has made the county a recreation spot for the entire Bay Area. Approximately 75,700 acres of federal, state, and county lands are devoted to recreation.

San Rafael is the county seat, and there are ten other incorporated cities. Numerous small communities exist in the unincorporated areas of the county.

Citizen Interest in Corrections

Marin County residents are very active in political, social, and community issues. There has been considerable interest in criminal justice affairs. This interest is evidenced by the existence of the Department of Corrections, which was created by the Board of Supervisors as a result of recommendations contained in the San Quentin Task Force Report.[19]

The Criminal Justice Planning Department is a county agency that identifies critical needs for criminal justice, and then secures special funding for projects in response to these needs. Some current projects include the Marin County Police Diversion Program, the Marin County Correctional Program, and the Marin County Women's Correctional Program. The Marin County Jail Education Program coordinates fully with these groups. The Marin County Jail Education Program differs from these projects of the Criminal Justice Planning Department in that funding is assumed to be continuing and not on a project basis.

---

[19] Task Force on the Keldgord Report and San Quentin, "Report to Marin County Board of Supervisors on Implementation of the Keldgord Report in Marin County," Marin County, Calif., March 1973.

Marin County Schools Office and Inmate Education

The Marin County superintendent of schools is an elected official. The County Schools Office provides direct, indirect, and coordinating services to school districts and county residents. The functions of this office include providing administrative and business services to school districts, instructional course coordination, multimedia aids, psychological and health services, and coordination of vocational education. The office operates classes for exceptional children, child-care centers, environmental education activities, and the regional occupational program. Also within the county, two programs are operated in correctional institutions: Bayview Schools at San Quentin Prison, and Loma Alta School at Juvenile Hall and the Children's Treatment Center.

Bayview Schools is fully accredited by the Western Association of Schools and Colleges to provide an education program for adult male felons in San Quentin Prison. This education program was the first to be accredited inside the walls of a major penal institution. The program begins at grade one for adult illiterates and continues through junior college. There is a staff of twelve full-time teachers and twenty-five part-time teachers. The total student body is about 500. This program is conducted by the Marin County Schools Office through a contract with the California Department of Corrections.

Loma Alta School serves elementary and high school students at Juvenile Hall and the Children's Treatment Center, which are operated by the Marin County Probation Department. The school is operated under the direct supervision of the Marin County Schools Office with a staff that includes a principal, seven teachers, two teacher aides, and a part-time psychologist.

Most students are at the Loma Alta School for short periods of time: one day to three weeks. On almost any day, some are leaving, and new ones are arriving. The program is highly individualized and every effort is made to continue the classes the student was taking in his or her community school. In addition to academic subjects, Loma Alta offers art, typing, shorthand, and some vocational exploration. Physical education is handled in conjunction with the Juvenile Hall recreation program.

Also, a teacher goes into the living units in the afternoon to work with the very few students who are, for a variety of reasons, not allowed to attend the school.

The Children's Treatment Center is a residential and day care center for court wards. Students usually stay from three months to one year. Many students are behind in their credits and requirements for graduation. The education program is highly individualized and provides remedial reading and math to help the children develop the skills necessary to become better students. In cooperation with the Treatment Center staff and volunteers, the school offers a wide variety of elective subjects, ranging from ceramics to film making. In addition, students are encouraged to take advantage of the Regional Occupational Program classes offered by the County Schools Office.

Law Enforcement in Marin County

There are twelve separate law enforcement agencies in Marin. The Sheriff's Office enforces state laws and county ordinances and is responsible for patrol services, crime prevention, and apprehension of criminals in unincorporated areas. His office processes civil writs, operates the county jail, provides bailiff services to the courts, and maintains an identification and records bureau and an investigation division.

The eleven separate city police departments function in a similar fashion to the Sheriff's Office, enforcing city and county ordinances and state laws. In addition to these county agencies, the California Highway Patrol, the Federal Marshall's Office, and the warden at San Quentin use the county jail facilities.

The Marin County Jail

The sheriff operates the only jail facility in Marin County. The jail is located on the top floor of the Hall of Justice at the Marin County Civic Center. The Civic Center, designed by the late Frank Lloyd Wright, is located on a sixty-acre site of rolling, tree-studded hills north of San Rafael. The land was purchased by the county in 1956 and the Administration Building was dedicated in October 1962. The Hall of Justice, which houses the courts and related departments as well as the jail, was completed at a cost of $11.5 million and dedicated in December 1969.

The jail has facilities for 110 inmates. During 1972 the monthly average inmate population was 120 persons, with many of them staying for more than thirty days.[20]

Procedures were started in 1973 for a minimum security facility (honor farm) to relieve overcrowding at the county jail. Presently the honor farm can accommodate seventy male inmates, and there is room for expansion at this newly established facility. The people assigned to the honor farm are trustees who require a lower level of custodial supervision than is provided at the county jail. Many of the inmates are even on some form of work furlough program. Prisoners are sent back to jail when there is any indication of untrustworthiness. The honor farm personnel are not custodial, but rather have a treatment orientation. The program at the honor farm includes vocational, educational, and personal counseling; work furlough; study furlough; and other therapeutic activities.

The jail's function is to provide for custody of preadjudicated and postadjudicated persons. There is an ongoing additional problem of accommodating those San Quentin inmates who are tried in the Marin County courts.

---

[20] Statistics obtained from Lt. Angelo Mecchi, Marin County Jail Commander.

The jail is operated on a twenty-four hour basis with a staff of twenty-eight people: one lieutenant, four sergeants, nineteen deputies, one chief cook, two cooks, and one accounting clerk. The Department of Health Services has assigned a full-time male nurse to the jail. He is responsible for dispensing all medicine and for supervising the health of the inmates.

Several community organizations provide volunteer services for inmates. For example, the Red Cross provides rehabilitation services for the women. The Salvation Army provides toilet articles for everyone in the jail. Numerous other groups contribute items during holidays or visit the jail to help with personal requests.

The jail facilities consist of a booking area, two separate visiting areas, two small individual rooms that double as meeting rooms, storage and staff rooms, a kitchen, a dining room, two blocks of cells, and a third cell block serving as solitary confinement or maximum security areas.

Bookings and jail population for the past three years are as follows:[21]

	1970-71	1971-72	1972-73	Projected 1973-74
Total bookings	8,260	9,614	8,702	9,500
Average daily population Marin Jail	91	112	120	100
Average daily population Marin prisoners at Sonoma Jail	3	25	24	3
Marin Honor Farm	---	---	---	40

---

[21] Marin County, California, "Final Budget and Auditor-Controller's Financial Report, 1973-74," p. 132.

3. EXPLORATION AND DEVELOPMENT OF THE JAIL EDUCATION PROGRAM

Literature Review

A review of the literature concerning the education of inmates was initiated through the Educational Resources Center of the San Mateo County Office of Education. This produced a description of twenty-two programs relating to correctional institutions and inmate education. Various programs for inmate education sponsored by the United States Office of Education, the Far West Laboratory for Educational Research and Development, and the California Council on Criminal Justice were explored and referenced. In addition, the report to the Ford Foundation by Syracuse University Research Corporation, School Behind Bars, provided a basic reference document for the development of the Marin County program.

A review of the written material on existing programs in correctional institutions disclosed a heavy concentration on vocational education. The Far West Laboratory for Educational Research and Development in San Francisco has just completed a prototype version of a sourcebook entitled, "First National Sourcebook: A Guide to Correctional Vocational Training." The information covers examples of all types of vocational training programs in correctional institutions across the country.

The California Department of Corrections conducted an experimental and demonstration project in basic education and prevocational training in 1970. Much of their program was geared toward the preparation of students for entrance into a vocational training program.

Program Visits

We decided that visits should be made to programs within local proximity. Because information concerning such programs was sparse, observations were made of facilities, programs, and personnel.

1. San Quentin Prison. The Bayview School Program at San Quentin Prison has been described briefly (see Marin County Schools Office and Inmate Education). The operation of this program is

familiar to two members of the practicum team, since they regularly supervise it.

2. San Joaquin Program. The jail program in San Joaquin County is conducted by the Manteca Unified School District under provision of the Adult Education Program.

The focus of the education program is the General Education Development (GED) Test, a high school equivalency test. At the time of our visit there were twenty participants from the jail and twenty from the honor farm who were pursuing a GED certificate.

In the jail facility, a boiler room in the basement doubles as a classroom for the men's program, and as an anteroom to the dressing room for the custodial staff.

The women's section also had classes in arts, crafts, and general office training. There was some office equipment, including manual typewriters and nonelectric calculators.

The honor farm provides a multipurpose room for the education program. The freedom of movement for the inmates plus the space provided makes the education program much more workable at the honor farm than in the jail. A system has been developed for inmates to tutor each other. This has created an atmosphere which is more conducive to learning than that which exists in the jail.

3. San Mateo Program. The San Mateo jail education program is under the direction of the county coordinator of vocational education and is funded and staffed by Volunteers in Service to America (VISTA). Initially, the project was to be solely located at the San Mateo County Honor Farm.

The VISTA instructors were able to establish a good relationship with the jail staff and are now offering some tutoring and GED testing at the county jail as well as at the honor farm. The vocational education director has established a thriving GED testing center in San Mateo County, and the Probation Department has been using it for inmates.

The conditions at the main jail are difficult because the tutoring takes place in the cells, which are very noisy, and the distractions make studying almost impossible. The main emphasis is on GED tutoring.

Marin County Jail Education Survey

In order for the practicum team to reach a decision about any education program in the Marin County Jail, a survey of the inmates was required. After deliberation, a survey was designed that would provide the information needed to assist the team in planning an education program.

Once the survey was developed the issue was how the instrument should be administered. The survey was designed to be completed through individual interviews of inmates. We felt our biases would skew the survey results, and thereby eliminated ourselves as interviewers. Likewise, using a member of the custodial staff at the jail might have similar results. The final choice rested with the male nurse, who represents neither the education team nor the custodial staff. The nurse had developed a strong rapport with the inmates and had easy access to them in their cells, a condition that did not set up any unnecessary anxiety while conducting the survey. The jail commander agreed with this decision and the nurse responded favorably to participation in the project. The survey was conducted during the second week of January with a total of 104 inmates being interviewed. The statistics that follow are a summary of this survey.

	Male	Female
Education		
Last grade completed		
6th	1	0
8th	3	1
9th	2	0
10th	3	0
11th	2	4
12th	58	16
13th	2	1
14th	7	2
15th	1	0
16th	1	0
GED completed	0	0
Total	80	24
Trade school or vocational classes		
Trade school	7	3
Apprenticeship	4	0
Military	12	0
Informal training	47	8
Future educational plans (school training, GED)	62	13
Work experience, recent employment (last 30 days)	36	6
Job Skills		
Laborer	15	0
Carpenter	8	0
Cook	6	0
Waiter/waitress	2	2
Machinist	6	0
Warehouseman	4	0
Mechanic	9	0
Beautician	0	2
Clerk	2	8
Data processing	1	1
Other	18	2
Unemployed	8	9
Formal volunteer experience	6	5

MARIN COUNTY JAIL EDUCATION SURVEY

	Male	Female
Ages 18-20	12	4
21-30	26	8
31-40	23	7
41-50	14	4
51-60	3	1
61-over	2	0
Total	80	24
Preadjudicated	7	2
Term of sentences:		
1 day	3	1
5 days	9	6
30 days	6	2
50 days	3	1
60 days	5	3
90 days	17	1
4 months	9	0
6 months	10	4
9 months	4	1
More	7	3
Total	80	24

	Male	Female
Response to "Which of the following areas of study would you be interested in?"		
English	1	3
History	4	1
Mathematics	14	6
Literature	12	4
Social problems	22	16
Political reform	38	9
Legal Aspects	46	7
Government	33	7
GED	9	4
Vocational programs	54	12

Summary

The material and information collected at these visits, the review of the literature, and discussions and meetings with correctional leaders provided the following information that may have implications for the Marin County Jail Education Program.

1. Success is being experienced with individualized programming.

2. Some classes use verbal contacts for learning by the students.

3. A strong liaison between the host institution and the education program appears to be of major importance.

4. In attempting to provide an education program for the inmates, it is crucial that the instructor take into consideration the environment in which the inmates live.

5. The establishment of motivation of inmates is both essential and difficult.

6. The GED program seems to be a significant part of any successful instructional program in a county jail.

Philosophy for the Marin County Jail Education Program

The Marin County Superintendent of Schools and Marin County Board of Education believe that an incarcerated person, disadvantaged by a unique combination of educational, social, vocational, and psychological factors, needs a specialized corrective education program.

According to the Marin County sheriff, programs that integrate or reintegrate offenders into society are considered good. While the basic mission of corrections is custody of offenders, treatment programs are seen as a logical way to achieve positive changes in behavior.

With a superintendent/governing board who believe in education programs for inmates, and the Marin County sheriff, who sees such programs as useful in changing behavior, a general set of beliefs was determined for considering the establishment of the Marin County Jail Education Program. These beliefs are:

1. That education programs provide a logical way to attempt to change behavior.

2. That total staff commitment of both the educational agency and the jail is essential to program success.

3. That specific instruction must be individualized.

4. That the provision of adequate materials and a suitable teaching environment are a vital part of the learning process.

5. That the education program is a means and not an end in the process of change.

6. That offenders are potential assets to society and are deserving of the best efforts to take them from where they are to the most advanced points they can reach.

7. That the public must be informed about the way in which educational benefits to offenders will ultimately be an advantage to society, morally and economically.

Program Goals

An inmate education program that will implement these beliefs cannot be developed easily. It will be the result of an evolutionary process. At this point, some general goals can be identified:

1. To provide the individual with an additional opportunity to become the person he or she is capable of becoming by offering a chance to increase his or her knowledge and/or skills.

2. To allow the individual the opportunity to practice behaviors that contribute in an organized, lawful way to the welfare of the group.

3. To provide the individual with instruction that may lead to increased capabilities for managing home and family affairs, and supporting self and dependents.

4. To provide an atmosphere within the jail setting that will increase the individual's capacity for coping with social situations and relating to other human beings in terms of realities, expectations, and the social standards.

The learner's objectives of the Marin County Jail Education Program will be as varied as the individuals involved.

Program Evaluation

Ideally, the program evaluation is based on learner outcome. However, the goals of this program are so long range that such evaluation is not possible to obtain and report on at this time.

A long-term evaluation might include these elements:

Input--the initial knowledge, skills, and attitudes of clients and staff, social needs, and job demand.

Process--how the program is managed and conducted.

Output--the knowledge, skills, and attitudes that are acquired by students as they progress through the program.

Outcome--long-term results in real life environments.

A well designed and executed program evaluation can have great social impact. T. A. Ryan describes the importance of evaluation this way:

> Evaluation results supply data to broaden the foundation of statistical data concerning the total population.
>
> Evaluation provides the interpretation of all major areas of the system [education program].
>
> Evaluation provides the means to update system operation [education program].
>
> Evaluation is necessary for organization of a successful community-oriented system operation.
>
> Evaluation provides the basis for education of society concerning correctional work.
>
> Evaluation provides the basis for determining the extent to which a system is designed to achieve the mission of corrections.
>
> Evaluation provides the basis for determining the extent to which a system is designed to insure close working relationships and cooperation among all departments involved in the system operation.
>
> Evaluation provides the basis for determining the extent to which a system is designed to be compatible with the environment in which it is to function.

> Evaluation provides the basis for determining the extent to which the structure and organization of a system are clearly defined.[22]

Because the program was a pilot project, we established that the practicum evaluation would be of the implementation rather than the outcome. Our objectives, to be accomplished by June 30, 1974, were:

1. Secure the necessary legislation to permit the Marin County Schools Office to operate this program.

2. Obtain the necessary approval from the Marin County Board of Education.

3. Obtain the necessary approval from the Marin County Board of Supervisors.

4. Secure the full support of the sheriff and jail staff.

---

[22] T. A. Ryan, "A New Conviction: Career Education in Corrections," (Paper prepared for American Correctional Association Congress of Correction, Seattle, August 13, 1973), p. 10.

5. Secure funding to establish the program.

6. Employ a teacher and initiate the program.

7. Secure enough inmate interest to provide attendance to make the program self-supporting.

8. Assist five inmates to complete GED Tests successfully.

9. Secure adequate supplies and equipment.

10. Secure approval by the State Department of Education of the curriculum to be offered.

11. Obtain approval of the Marin County Superintendent of Schools/Marin County Board of Education to continue the program for 1974-75.

4. ESTABLISHING THE PROGRAM

The Question of Authority

One of the major questions regarding education programs in correctional institutions is, "Who should have the authority to operate the program?" The operators of a correctional facility have security requirements that dictate all conduct within the facility. The rules and regulations that govern such conduct apply to all persons who seek to enter the facility. Often, correctional people feel they should conduct the education program, but also indicate that they have never been given the money or public support to carry out such an endeavor effectively. Some educators and others connected with penal systems, including exconvicts, feel the Department of Corrections has never adequately supplied good education programs to inmates and that only the educational institutions can do this properly.

When an educator is imposed upon the custodial staff of a prison by an outside agency without the involvement, cooperation, and backing of that correctional system's administration and staff, the program is probably doomed to failure.

We contacted the Marin County sheriff early in the development process of this program. We then worked our way through the sheriff's office administration until we were dealing directly with the jail commander and his staff. Numerous trips were taken to the jail and time was spent visiting with the jail commander and members of the custodial staff to secure their input and support for the development of the program and also to inform them of our intentions and the direction of our program.

Topics that were discussed included: the philosophy of corrections, possible education programs, prisoners' schedules, facilities, possible areas of conflict, and the long range future of the Marin County Jail Education Program.

It appears that it is not easy for correctional and educational administrators to deal with each other--both often feel their professional obligations require an autonomy of function that often does not allow for a well-integrated program. Apparently, successful inmate education programs are those in which representatives from both institutions are involved in the decisions about the education program.[23]

The answer to the question of who should have the authority to operate the program is that both education and correction personnel must have cooperative authority for a successful program.

Agency Contacts

With an awareness of this need for mutual involvement, we developed strategies to include and confer with a number of agencies, institutions, and bureaucracies, which have each played a role in establishing an education program at the Marin County Jail.

1. California Legislature. To proceed with the proposed program, the legislature needed to pass legislation to include Marin County in the Education Code article that permits county superintendent of schools offices to conduct

---

[23] Sikorski and Thorn, Guide to Correctional Vocational Training, sec. X.

education programs in jails. This phase of development thrust us into a political process at the state level. Practicum team activities included conversations with our local state senator and his staff, research into the applicable Education Code sections, and even the drafting of the proposed legislation to be submitted to the legislature.

We needed an amendment of the Education Code to permit the Marin County superintendent of schools to conduct such a program in the county jail. Education Code Article 7.5 already permitted the Monterey and Santa Clara county superintendents of schools to conduct programs for the education of inmates in county jails.

In March 1973, a member of the practicum team prepared and submitted material to Senator Behr about our interest in legislation to allow the Marin County superintendent of schools to provide an education program at the county jail.

Following the submission of material to Senator Behr, numerous trips were made to Sacramento to meet other legislators and the legislative advocate for the State Department of Education. Two members of the practicum team participated in each step of the process of steering this legislation through both houses of the legislature, which included contact with Governor Ronald Reagan to secure his signature on the bill.

In May 1973, Senator Behr introduced Senate Bill 1329 to amend Section 5750.9 of Article 7.5 of the California Education Code to include Marin County. See Appendix E of Appendix 1. The bill was signed by Governor Reagan on August 27, 1973, to go into effect

January 1, 1974. The result of this effort was that the Marin County superintendent of schools, with the approval of the Marin County Board of Education and the Marin County Board of Supervisors, could legally start an education program at the county jail. A report about the program was submitted to the legislature in January 1975. See Appendix 3.

2. California Department of Education. The Department of Education is responsible for public education in California. This department is under the direction of an elected state superintendent of public instruction, Dr. Wilson Riles.

Article 7.5 of the California Education Code did not contain any specific reference to funding procedures. The legislature instructed the State Department of Education to develop and establish appropriate procedures for implementation of a program of this type.

Our initial problem was to secure funds to employ a teacher and purchase the necessary supplies and equipment to establish a program We requested the following information from Mr. Jacque T. Ross, Chief of the Bureau of School Apportionments and Reports of the State Department of Education:

a. How is the state funding allowance to be computed? (We suggested that the allocation formula be the same as that which would be computed for the foundation program of a high school district).

b. For apportionment reporting purposes, how many hours constitute one apportionment day?

c. Since ages of inmates could vary from eighteen on up, do separate records have to be kept for adults under and over twenty-one years of age?

d. What format do we use in requesting prior approval for the operation of these new classes, and to whom do we send the request?

Our questions immediately brought clarification from both the Bureau of School Apportionments and Reports and the Bureau of Adult Education. The following determinations were made:

a. Each "unit of attendance" would be allocated $950 for 1973-74, the same amount computed for a high school foundation program.

b. One unit of attendance for apportionment purposes is 180 minutes for 175 days.

c. "Adult" refers to any person confined to any county jail.

d. Requests for class approval would be filed on the standard form for "Report on Courses in Classes for Adults," and sent to the Bureau of Adult Education. See Appendix 4, Part B.

Additionally, Mr. Joe Simms, Bureau of Adult Education, State Department of Education, pointed out that specific guidelines had not been developed for the education of prisoners by county schools offices. He felt that we should be guided by the Standards on the Education of Prisoners for Secondary Schools issued by the Bureau of Adult Education.

Several consultations with Mr. Simms indicated that the goals, objectives, and design of our Marin County Jail Education Program would be approvable by the State Department of Education, Bureau of Adult Education.

3. Marin County Board of Supervisors. The Marin County Board of Supervisors is composed of five elected members. They are responsible for the function of the county government. They establish the sheriff's and thereby the jail's budget. The Board of Supervisors appoints the chief probation officer, the director of the Criminal Justice Planning Department, and the director of the Department of Corrections. California Education Code Section 5749 requires the approval of the Board of Supervisors to establish a program for educating inmates in the jail facilities.

Individual members of the Board of Supervisors were contacted and briefed on the program. Numerous contacts were made with the supervisors' staff and the county administrator's office. These contacts involved review of the proposal, discussion about details of the program and its funding, alternative solutions to the need, and suggested strategies for securing approval by the county Board of Supervisors.

In consultation with the Marin County administrator, who sets the agenda for the Board of Supervisors, the date was set for review by the supervisors. A cover letter was prepared, and the same proposal used for the Marin County Board of Education was presented.

Before its presentation to the Board of Supervisors, the proposal was discussed with all interested county agencies. A meeting was called to formalize these discussions and to secure the support of the Sheriff's Department, Probation Department, Department of Corrections, Juvenile Justice Department, Criminal Justice Planning Department, county counsel, and the county administrator.

This meeting was conducted jointly by the Marin County superintendent of schools and the Marin County sheriff. They reviewed the proposal in detail, discussing concepts and implementation.

Numerous questions were asked, such as the relationship of the program to the honor farm (any students who begin a program in the jail will continue to be serviced at the honor farm); funding (the program will be funded entirely from state apportionments); teacher requirements (the teacher will be a state qualified instructor); hours of instruction (instruction will take place six hours a day on a broken shift basis, accommodating the jail's meal schedule).

This meeting resulted in the enthusiastic support of all of the county agencies that might be involved and encouragement to present the program proposal to the County Board of Supervisors. A presentation was made to the County Board of Supervisors on January 22, 1974. One taxpayer inquired about funding, and was told that the program would be supported from state apportionments. With no further questions, the Board of Supervisors unanimously approved the program. See Appendix 1 for letter of transmittal and approval by the Board of Supervisors.

4. Marin County Sheriff's Office. See the Section in Chapter 2 on law enforcement in Marin County for the history and functions of the sheriff's office. The sheriff has shown strong interest and support of the education program. In fact, the Marin County Jail Education Program was initiated jointly by the county superintendent of schools and the sheriff's office. The growing community interest in rehabilitation for jail inmates also added emphasis to establishing the program.

Regular discussions have continued to alert the sheriff and his staff on the development of the program. The sheriff has helped to implement the program by providing office space, a telephone, and the resources of his office staff.

A significant component in the successful development of the program has been the creative and enthusiastic support of the county jail personnel. The Marin County Jail Education Program must meet both the educational needs of the prisoners and the custodial needs of the jail. Jail schedules permit several two-hour periods each day for educational activities. The dining hall was chosen as the most effective classroom. The necessary movement of inmates while preserving the security needs was explored and resolved.

5. Department of Corrections and honor farm. During fiscal year 1973-74 the director of the Department of Corrections was charged with

preliminary program planning, and effective January 1, 1974 with operation of the minimum security facility (honor farm), including the program activities to be funded under a grant from the California Council on Criminal Justice. The Section in Chapter 2 on the Marin County Jail describes the honor farm program in detail.

From a program point of view, the new honor farm appears to be quite successful and would seem to have provided a natural setting for the Marin County Jail Education Program. However, the honor farm is quite vulnerable politically. The honor farm program was originally created and operated by the Criminal Justice Planning Department; then it was transferred to the sheriff; then became its own independent agency; and is presently functioning under the Probation Department. We felt that our program was too fragile to survive such political turmoil.

We have maintained a very positive relationship with the personnel of the Department of Corrections and the honor farm. We have assisted in furnishing books, desks, and miscellaneous educational supplies. The jail instructor may continue to work with some prisoners who leave the jail and are transferred to the honor farm. It may well be that the functioning of the Marin County Jail Education Program will expand to include the honor farm. This step can probably be taken when the political turmoil has subsided and when the continued funding of the honor farm is clear.

6. Criminal Justice Planning Department. See Chapter 2, Citizen Interest in Corrections, for a description of this department. The Criminal Justice Planning Department revolves around a charismatic woman who has provided leadership for many years. It survives because

of her creative energy and is funded from the projects that she has developed. The practicum team has remained cooperative with the Department of Criminal Justice Planning. We felt that, because of political considerations and the unreliability of funding, establishing the funding and functioning of the jail education program through the Department of Criminal Justice Planning would not give it permanence and continuity.

7. Probation Department. The Probation Department is an arm of the court. This department supervises students when they are released from jail and assists in continuing the education program outside the jail.

Very positive relationships have been established with the Probation Department. The probation workers have been extremely appreciative of the teacher's work in the jail. Opportunities have been provided by probation personnel for our teacher to work in an office setting with prisoners. Many of the functions of the Marin County Jail teacher, as well as the personnel at the honor farm, could be carried out by probation officers if they were not already overburdened with caseload responsibilities.

8. Marin County superintendent of schools. See Chapter 2, Marin County Schools Office and Inmate Education, for background. This practicum was made possible by the support and encouragement of the Marin County superintendent of schools, Virgil S. Hollis. He has supported the pursuit of doctorates of education by the practicum team, and the development of the Marin County Jail Education Program.

9. Marin County Board of Education. The Marin County Board of Education is composed of seven elected members. They approve the County School Service Fund budget, and the establishment of all special education classes operated by the

county schools office. California Education Code Section 5749 requires the approval of the Marin County Board of Education to establish a program for the education of inmates. We prepared the proposal to be submitted to the county board of education for approval during the process of this practicum. Our strategy was to present the proposal to the Marin County Board of Education in four stages:

a. A series of reports on the progress and evaluation passage of Senate Bill 1329, which permits the operation of the program.

b. A brief informal presentation of the program by the Marin County superintendent of schools.

c. A presentation by the practicum team of the formal proposal for "first reading" on January 8, 1974. This included a discussion of the program and elicited questions from the board, but did not require approval.

d. A "second reading" of the proposal, including a request for approval.. This approval, with $2, 329 from undistributed reserves, was granted on January 22, 1974.

The Proposal

The practicum team prepared the proposal for the Marin County Jail Education Program. See Appendix 1. The proposal was designed and written to encompass: (a) goals and objectives of the program; (b) background information on the development of the program; (c) legal and legislative information; (d) joint development of the program; (e) a two-year budget projection; (f) a position announcement and job description; (g) survey information on the potential of students; and (h) timetable on program development.

The proposal was reviewed with the administrative cabinet of the County Schools Office, the director of the Department of Criminal Justice Planning, the chief probation officer, the director of the Department of Corrections, the director of the Department of Human and Health Services, and the county administrator. We also sent the proposal to the director of Adult Education at the State Department of Education for a final clarification of our intention to start this new program.

Because of the strong support and political influence of the Marin County superintendent of schools and the Marin County sheriff, we decided that the program proposal should be presented jointly by the superintendent and the sheriff to the Marin County Board of Education and the Marin County Board of Supervisors.

Financing

During the early stages of the development of this program, we explored the alternatives available to obtain starting funds. See section on funding in Chapter 1. The three most possible sources appeared to be: the California Council on Criminal Justice, the Marin County Board of Supervisors, and the Marin County Board of Education. Upon investigating the procedures needed to pursue each of these funding sources, we arrived at the following conclusions:

> The California Council on Criminal Justice funds programs on the basis of project proposals. After conferring with a representative of the council, it became apparent that a project, once submitted, takes several months to be processed and cleared through their system. Since they receive a large number of proposals, this would not only delay starting our program but also approval of the proposal is conjectural.
>
> We met with the county administrator, who is responsible for recommending programs to the Board of Supervisors. He gave us his enthusiastic support to pursue the program. However, he felt that since the county Board of Education had fiscal responsibility and could provide funds through a countywide tax, he could not recommend that the Board of Supervisors provide funding. He did promise to recommend in-kind support of office

space, phones, and utilities at the jail.

> Therefore, we decided to ask the Marin County Board of Education for pilot funding of the education program from their special reserve fund.

The Marin County Jail Education Program was planned for development in two stages, as reflected in the budgets. The first period, from March through June 1974, was considered an exploratory and developmental period. The budget (see Appendix 1) for this initial period included the teacher's salary and initial equipment and supplies. The teacher worked on an hourly basis. Financial support during the first period came from both state apportionments generated by units of attendance and through the utilization of reserves of the county school service fund budget.

The second budget (see Appendix 1) is for July 1, 1974 through June 30, 1975. This is a balanced budget—the program supports itself with state apportionments generated by units of attendance. The teacher is employed on a regular contract basis.

These budgets do not reflect the contributions of the Board of Supervisors of space, utilities, telephone, and other expenses incurred because of the education program at the jail. Much of the individualized material that was used in the jail was borrowed from programs at the College of Marin, Bayview Schools, and Loma Alta School; the Regional Occupational Program; and the county's adult education programs. Reading pacers were contributed by a private citizen.

5. OPERATING THE PROGRAM

Once approvals were obtained, the practicum moved into a different and more exciting phase: actual operation of the program.

Employing the Teacher

We felt the success or failure of the program would largely rest with the quality of the instructor. Therefore, recruiting, screening, and hiring the teacher was carefully conducted.

The position announcement and job description (Appendix F of Appendix 1) were approved by the Marin County Board of Education with the initial proposal. The schedule for filling the position was:

January 8, 1974	Marin County Jail Education Program presented to Marin County Board of Education for first reading.
January 22, 1974	Marin County Jail Education Program presented to Marin County Board of Education for approval.

January 22, 1974	Position approved by Marin County Board of Education.
January 23, 1974	Mail position announcements to Marin County Superintendent of Schools staff.
February 1, 1974	Review staff applicants and mail position announcements to placement agencies if necessary.
February 15, 1974	Deadline for applications and paper screening.
February 18-20, 1974	Interviews by a committee composed of representative of the Marin County Superintendent of Schools Office and the Marin County Sheriff's Office.
February 21, 1974	Mail recommendation to Marin County Board of Education.
February 26, 1974	Approval by county superintendent and county Board of Education.
March 4, 1974	Start work.

Forty-eight applications were received and twelve candidates were interviewed. The interview team included: the practicum team, the supervising teacher at Bayview Schools/San Quentin, the jail commander, and a community representative nominated by a member of the Marin County Board of Education. This group recommended a candidate to the superintendent/governing board for approval. A thirty-four year-old man who had experience working in the San Mateo VISTA program for inmate education was selected.

Orienting the Teacher

Because this was a pioneer effort, the creation of the actual program rested primarily on the instructor's shoulders. Therefore, the orientation of and continued support to the teacher were critical. The schedule for his first five days included:

A. Orientation to procedures of the Marin County Schools Office by the practicum team.

B. An informal lunch with the practicum team to review goals and obligations.

C. Meetings with the sheriff and jail commander.

D. Visits to the education program at San Quentin.

E. Visits to other community education resources.

After the first week, the practicum team continued to meet with the teacher at least once a week. During these meetings and ensuing discussions, we evaluated the teacher's ongoing reports and were careful not to take the initiative away from him.

Equipment and Supplies

Securing necessary supplies and equipment was one of the easiest problems to solve in the project. The Marin County Schools Office has a fully developed purchasing operation which helped greatly. Assistance and counsel on supplies and equipment was secured from the audio-visual consultants, the librarian, the purchasing agent, and the director of business services. The only minor obstacle encountered was the process by which educational supplies and equipment could be delivered to the jail. This was easily worked out with jail personnel.

Curriculum

One of our early priorities was to secure approval from the Bureau of Adult Education, State Department of Education of the curriculum areas that were to be offered at the Marin County Jail. Since this was a pilot project, no models were available.

In consultation with the Bureau of Adult Education, the curriculum areas were established in basic education, high school subjects (review), and vocational/career exploration. It was felt that almost all subject interests of inmates could be accommodated under these titles. In addition, the County of Marin course of study was used as a basic curriculum. These curriculum areas were submitted to the Bureau of Adult Education of the State Department of Education and received prompt approval. See Appendix 4, Part B.

The interests of inmates are as varied as the individuals themselves. One demand on the teacher is to accommodate these interests with an appropriate education program. In order to accomplish this, the instructor will often outline a course, find textbooks, search for supplementary materials, and consult with others about the subject area to meet the needs of from one to all students. The 1973-74 budget is anticipated to be ample enough to employ part-time subject area consultants.

Preparation to take the General Education Development (GED) Test is a major instructional focus. Programmed instructional material is available to students to study for this test. The areas covered are: English grammar and usage, social sicence, science, literature, and mathematics. See Appendix 4, Part C for a brief description of the GED Test.

Integration into the Jail

The integration of this education program into the Marin County jail has been readily accomplished. This is due largely to the excellent support we have had from the sheriff, undersheriff, and jail commander. The diplomacy of the instructor has also facilitated this process.

The inmate section of the jail is composed of two separate cell blocks. The first cell on each corridor is a double cell which holds twelve inmates. The remaining four cells hold six inmates each. At the end of each corridor is a locked gate. Past the gate at the far ends of the corridors the cells continue in a horseshoe shape connecting the two corridors. This is the maximum security area.

The dining room, where the classes are held, is in a separate area from the cell blocks. The dining room is available between 9:00 and 11:00 a.m., 1:30 and 3:30 p.m., and after 7:00 p.m. The dining room is locked from the hallway as well as from the kitchen area. There is a coffee urn built into one wall, which the teacher and inmate students can use while they are studying. Having coffee available is an advantage to the teacher because it serves as a motivating factor for students to join the class.[24] The teacher also has a small closet that can be used for storage. At present the portable blackboard and the portable book cart are stored here.

Because of the nature of the facility, everything is locked. The teacher must have a guard let him in or out of all of the rooms. When the dining room is used for a class, the teacher first goes to the cell blocks and collects the names of those inmate students who are available that day. He then gives the names to a guard who unlocks the cells and collects the students. The guard takes the group to the dining room and locks them in. The teacher must contact a guard to open the storage closet when he wants to remove or replace the equipment.

---

[24] At the jail program we visited in San Mateo County, the inmates wanted coffee when they studied, but the custodial staff refused the requests. This issue caused some negative feelings between the guards and the teachers, consequently affecting the education program.

The teacher regularly pushes a book cart through the cell block area and offers help and reading materials to inmates. He cannot go into cells to work with students because of security, and even if he could, the cells are too crowded and noisy for much to be accomplished. However, the distribution of books provides an avenue by which the teacher can recruit participants for the education program.

The sheriff has given the instructor an office. Also, a telephone, telephone message service, and office equipment are available.

A great deal of credit must go to the consistent, effective work of the teacher in establishing the program and integrating it into the Sheriff's Office operation. During the first three months effective and positive relationships were established with custodial personnel, space and scheduling problems were resolved, and the establishment of operating practices made it possible to meet the needs of the jail as well as of the teacher. Perhaps the greatest evidence of the program's acceptance was the invitation to expand the program from the men's to the women's side of the jail.

Relationships with Other Agencies

Also during the first three months the instructor developed relationships with a number of other community agencies. In each case, the contact was made because of an inmate student's need.

As has been mentioned, after sentencing some inmates are transferred to the honor farm. The instructor continues to work with these inmates until they are integrated into the honor farm services. The personnel are supportive and cooperative, which greatly benefits those prisoners who start a program at the jail and are transferred to the honor farm.

A project funded by the California Council on Criminal Justice is called Treatment Alternatives to Street Crime (TASC). This program includes counselors and group workers in the jail. These people have provided not only services for the inmates but also a great amount of support and encouragement to the instructor.

A cooperative relationship has been established with the county library, which permits books to be loaned to prisoners at the instructor's request. A similar relationship has been established with the county law library.

The Probation Department has been very cooperative. It has been possible to have some prisoners taken to an office in the department and receive tutoring from a volunteer. This has been very successful in several cases, particularly with the younger prisoners.

The Independent Learning Center at the College of Marin has provided materials for individual students. In addition, instructors from the college have voluntarily come to the jail to meet with students. Following release, four eximmates have entered this community college as a result of the relationship with the college instructors established in the jail.

These relationships with other agencies are based on the personal contacts made by the instructor and practicum team. It is anticipated that these resources will expand as the program continues and more agencies are contacted.

Rough Spots

As with any program, all has not been "sweetness and light." Problems, conflicts, and misunderstandings have arisen and have been resolved. Those described below are illustrative and do not catalog all of the problems experienced.

1. The Xeroxing Incident. Shortly after the program began, the instructor was making Xerox copies of a newspaper article. The article was about a situation at San Quentin Prison. Although this particular article was not critical of corrections personnel, pieces by the same author had stirred considerable controversy in the county.

The sheriff's captain in charge of patrol and investigation passed by the Xerox machine, noted the article, and asked, "What's this for?" The instructor explained that it was for reading by the prisoners. The instructor added that such material motivates prisoners to read. The captain replied, "We'll see about that," and walked off, paper in hand.

> The instructor went immediately to the undersheriff to explain the situation. The undersheriff was not in and he had to return to the captain to discuss the issue.

Out of this and other experiences it was agreed that all possibly controversial material be reviewed and approved by the jail commander.

> 2. The Volunteer. A volunteer approached the instructor to do tutoring in the jail. The instructor checked with the jail commander and the request was refused. The volunteer then suggested they go to the undersheriff, who approved the tutoring. It then emerged that the jail commander and the volunteer had a long history of conflict, and the education program was only being used as a vehicle for another skirmish. The instructor withdrew his support for the idea and discussed it fully with the jail

commander in order to restore the positive working relationship that had existed.

3. The Kid and the Judge. A juvenile offender was incarcerated at the jail, but had to be segregated because of his age. The instructor became acquainted with the juvenile and became sympathetic to his needs.

While the instructor was in the process of working out an education program for this student, the boy attempted suicide by slashing his wrists. This event prompted the instructor to intercede by calling the judge in the case to inform him of the seriousness of keeping this juvenile in isolation.

This action was a serious breach of procedure. First, the instructor did not know all the facts of the case. Second, the proper procedure in such a case would have been to start with the jail commander and work his way up to the judge. The results of this action could have caused the instructor to experience considerable loss of support and credibility.

Subsequently, a conference was held with the practicum team and the instructor. The relationship of the education program to the procedures of the sheriff's office were scrutinized. It is to the credit of both the instructor and the jail commander that this incident became a learning experience rather than a "donnybrook."

4. Motivation. Motivation for the inmates to become involved in the education program is a difficult problem. Most inmates are unable to accept their incarceration rationally. The crowded living conditions and locked cells encourage feelings of synicism and suspicion. Recreation is infrequent. For most of them, playing cards, watching TV, and sleeping become forms of escape. For some of them, the

education program becomes another form of escape — a chance to leave their cells, see some different faces, and have a cup of coffee. Sometimes they are looking for an avenue to retain contact with life outside, or for a scapegoat in their effort to obtain special privileges. A few are genuinely interested in education. Some kind of behavior modification involving immediate or short-term rewards of certain special privileges might be useful in encouraging inmates to take advantage of the opportunities offered by the program.

5. Recruitment. There is a continuing problem of advising inmates about the opportunity to take classes. When inmates are booked into the jail, the information exchanged is limited, and no mention of the education program is made.

During the first few days in jail, the inmates expect to be released imminently. Some leave by posting bail; others do not. After sentencing, some inmates are eligible for release to the honor farm or drug programs.

The instructor tried a general orientation for new inmates which did not work. The effort to get the new inmates together was too great. The problem of missing many of the men because they were out to trial, etc., and the inability to maintain a positive atmosphere in an orientation meeting made such a meeting ineffective.

We have decided a brochure is too formal, and have opted for personal contact. Twice a day, the instructor makes rounds, talking to old-timers and new arrivals, asking if they have enough to read, and offering to give them remedial help in reading or math. At this time, the instructor can discuss the program with the inmates.

6. No Man's Land. The teacher exists in a sort of "no man's land" in the jail system. He stands apart from both the custodial people and

the prisoners. He has no real role identification as do both the custodial staff and the prisoners.

"There are no roles without status or no status without roles."[25] The role definition and status of the teacher, must be created out of the situation rather than out of his identification as teacher.

7. No Hard-bound Books. Because the custodial staff felt that hard-bound books could be used as weapons or to conceal drugs, they were prohibited in the jail. The instructor worked out a change in this policy with the jail commander and began to distribute hard-bound books from the county library and law library.

An officer, who was not aware of this change, "discovered" the teacher distributing books and demanded that he collect them. The teacher went through the cells and gathered up the books as ordered. When the jail commander returned to the jail, the change in policy was clarified, and the books were redistributed. This kind of behavior by the instructor has worked out many problems.

---

[25] Robert Tinton, The Study of Man (Washington, D. C.: Appleton-Century-Crofts, 1956), pp. 113-114.

During the beginning period, numerous conversations, consultations, and lengthy discussions were held among the practicum team, the teacher, custodial staff, county administrators, and others. These sessions resulted in better understanding for all concerned.

Our First Graduate

Shortly after the start of the program an inmate who was a high school dropout passed all of the tests for the General Education Development Certificate. With his permission we secured the approval of the jail commander and invited the press to the presentation of the certificate by the sheriff and the county superintendent of schools. This press conference was an important event to emphasize the success of the program. The sheriff and the superintendent of schools received deserved recognition for their efforts. See Appendix 4, Part D for copies of newspaper articles and the picture used in the Marin County Schools Reporter.

Report to and Approval by the Marin County Board of Education for 1974-75

On June 11, 1974, the Marin County Board of Education was given a brief report on the program and asked to approve the program for 1974-75. This report (Appendix 2) was brief, and included:

1. A description of progress to date;
2. A letter of support from the jail commander;
3. An on-site evaluation by an outside evaluator (James B. Orrell, Principal at Bayview Schools, San Quentin);
4. A statistical report; and

5. A set of confidential personal impressions by the teacher.

It was reported that during the first three months of the program the teacher had contacted approximately one hundred inmates and had enrolled fifty in the education program. Of these, seventeen were working toward GED Certificates, four had completed the GED, fifteen had completed a vocational interest inventory test, fifteen had completed reading tests, thirty were involved in a discussion group, and thirty were involved in general education studies. It was also established that the program would be self-supporting on the basis of the state apportionment.

On the strength of this report, indicating the program's success, the Marin County Board of Education approved the program for 1974-75. This means that the Marin County Jail Education Program has moved from an exploratory phase to an operational phase, and is likely to continue as a permanent part of the education program of the Marin County Schools Office.

6. EVALUATION AND CONCLUSIONS

Evaluation

As indicated in Chapter 3, because of the limited time this program has operated, we must evaluate it on the basis of implementation rather than on learner outcome.

The objectives to be accomplished by June 30, 1974 were:

1. Secure the necessary legislation to permit the Marin County Schools Office to operate this program. This objective was met on August 27, 1973, when the governor signed Senate Bill 1329 into law.

2. Obtain the necessary approval from the Marin County Board of Education. This objective was met on January 22, 1974, when the program was approved by the Marin County Board of Education.

3. Obtain the necessary approval from the Marin County Board of Supervisors. This objective was met on January 22, 1974, when the Marin County Superintendent of Schools/ Marin County Board of Education were authorized to establish the program by the Marin County Board of Supervisors.

4. Secure the full support of the sheriff and jail staff. Although this objective is difficult to measure, it is our opinion that the level of support from Lieutenant Mecchi, the jail commander, and the invitation of the women's matron to expand our program to include the women's section of the jail is strong evidence of its accomplishment.

5. Secure funding to establish the program. This objective was met on January 22, 1974, when the Marin County Board of Education approved $2,329 from its undistributed

reserves to establish the program and when the amount of apportionment designated by the State Department of Education was sufficient to operate the program.

6. Employ a teacher and initiate the program. This objective was met on March 4, 1974, when a teacher was employed and when instruction began at the jail on March 6, 1974.

7. Secure enough inmate interest to provide attendance to make the program self-supporting. The statistics from the eighth and ninth school months show that we have met this objective:

Eighth school month	(3/25/74 - 4/19/74) 25.00 Units of Attendance
Ninth school month	(4/22/74 - 5/17/74) 19.30 Units of Attendance

A unit of attendance is 180 minutes for 175 days. Our budget projections indicated that we would need 22.4 units of attendance per month.

8. Assist five inmates to complete GED Tests successfully. Eleven inmates had completed GED Tests by June 30, 1974. (One inmate was "sentenced" to complete his GED before release. He studied enthusiastically and obtained his GED Certificate and release from jail within three weeks!)

9. Secure adequate supplies and equipment. By the end of May, all supplies, books, and equipment listed in the beginning budget had been secured. As stated earlier, this objective was greatly facilitated by the staff of the Marin County Schools Office.

10. Secure approval by the State Department of Education of the curriculum to be offered. The Bureau of Adult Education, State Department of Education, approved our "Report on Courses in Classes for Adults" (Form A-20) on April 9, 1974.

11. Obtain approval of the Marin County Superintendent of Schools/Marin County Board of Education to continue the program for 1974-75. The Marin County Superintendent of Schools/Marin County Board of Education approved the Marin County Jail Education Program for 1974-75 on June 11, 1974.

12. We have also prepared a report for the State Legislature, which is required by the legislation. This report was submitted in January 1975. Meetings have been held with Joseph Simms of the Bureau of Adult Education as a result of this report and a new format for jail education programs has been established and is currently in preparation.

Conclusions

We feel strongly that the need for the development of inmate education programs is great. These programs are important to preserve valuable human resources.

The obstacles to the development of this or any other inmate education program are significant because of the interrelationships of the various agencies and political entities.

We hope that the Marin County Jail Education Program and its development will be replicated throughout California and the nation.

This practicum report discusses a program that continues to develop. We hope that the program will expand to the honor farm once many of their political and funding issues have been clarified. The program within the jail will undoubtedly expand when specialists are hired to meet specific prisoner needs.

We conclude that the practicum and its subsequent report was a valuable learning experience for us. The development and implementation of the Marin County Jail Education Program provided a stimulating cooperative venture.

However, in all candidness, the multiple development of the report and subsequent reviews and revisions turned out to be an extremely trying and rigorous experience for each of us.

We found that team writing presented difficulties far greater than anticipated. Meshing different writing styles and organizational perspectives into a cohesive report is a difficult task. If Nova believes that adversity results in growth, each of us stands somewhat taller from our Maxi I experience.

We wish to conclude this practicum report by expressing our appreciation to the many people throughout the community who helped make it work. We may have been the prime movers, but there were others, too numerous to mention, who helped us bring the Marin County Jail Education Program from an idea to a reality.

APPENDIX 1

A PROPOSAL TO ESTABLISH AN EDUCATION PROGRAM AT THE MARIN COUNTY JAIL,

PRESENTED TO THE MARIN COUNTY BOARD OF EDUCATION
AND
BOARD OF SUPERVISORS
(January 1974)

ICE OF VIRGIL S. HOLLIS ○ MARIN COUNTY SUPERINTENDENT OF SCHOOLS

January 17, 1974

Marin County Board of Supervisors
North San Pedro Road
Civic Center
San Rafael, California 94903

Gentlemen:

It is with great pleasure that I submit to you this proposal for an education program at the Marin County Jail. Sheriff Louis Mountanos and I have been working on this idea for many years and are very pleased it has come to fruition.

Last year Senator Peter Behr introduced Senate Bill 1329 which permits me to conduct such a program upon approval of the Marin County Board of Education and the Board of Supervisors.

Simply stated, this is a program to put one full-time teacher in the County Jail. He will be supported entirely from state apportionment generated by average daily attendance and will be there at no cost to the Board of Supervisors.

I appreciate your consideration in this matter and trust that it will receive your approval on January 22, 1974.

Cordially,

Virgil S. Hollis
VIRGIL S. HOLLIS
Marin County Superintendent of Schools

APPROVED
Meet[illegible] Supervisors
22-74 Geo. H. Gross
GEO. H. GROSS, Clerk

TAMAL VISTA BOULEVARD ○ CORTE MADERA ○ CALIFORNIA ○ 94925 ○ Phone: 924 9500 Area Code: 415

A PROPOSAL TO ESTABLISH AN EDUCATION PROGRAM AT THE MARIN COUNTY JAIL

DR. VIRGIL S. HOLLIS
MARIN COUNTY SUPERINTENDENT OF SCHOOLS

IN COOPERATION WITH

LOUIS P. MOUNTANOS
MARIN COUNTY SHERIFF

PRESENTED TO

MARIN COUNTY BOARD OF EDUCATION

MARIN COUNTY BOARD OF SUPERVISORS

January 1974

PREFACE

This is a proposal to establish a modest educational program at the Marin County Jail. Such a program will be the result of the cooperation and support of a number of agencies at both the county and state level.

The Marin County Superintendent of Schools and the Marin County Sheriff have initiated this program and have cooperatively developed this proposal.

In essence, adopting this program will provide one full-time instructor to work at the Marin County Jail. This person will offer individualized learning experiences to meet the individual educational needs of the inmates.

The initial period from March to June of 1974 will be a time to establish the program and to explore its practicability. If this initial period proves effective, the program will be established on a permanent basis commencing July 1, 1974. Once established, it is anticipated this program will support itself from income from the State Department of Education.

An ongoing evaluation of the operation of the program will be conducted.

TABLE OF CONTENTS

Page Number

I. The Marin County Jail Education Program 1

II. The Goals 3

III. The World of the Marin County Jail Education Program 4

IV. A Look into the Future -- A Report from the Imaginary Instructor of the Marin County Jail Education Program 11

V. What Has Been Done 13

VI. What Remains to be Done 22

I. The Marin County Jail Education Program

Inmate education is a part of the Marin County Schools Office program because of a basic belief in providing stable programs in areas that other agencies are not presently providing. Further, there is a belief that a learner, disadvantaged by a unique combination of educational, social, vocational and psychological factors, needs a specialized corrective education program. The Marin County Superintendent of Schools and the Marin County Board of Education have always been committeed to providing such unique educational experiences.

In the general world of corrections, programs which integrate or reintegrate offenders into society are seen as good. While the basic mission of corrections is custody of offenders, treatment programs are seen as a logical way to achieve positive changes in behavior during incarceration and after.

With a Superintendent/Governing Board who believe in unique educational programs and a correctional official, the Marin County Sheriff, who sees such programs as useful in changing behavior, a general set of beliefs can be given for the Marin County Jail Education Program. These beliefs are:

1. That treatment programs provide a logical way to attempt to change behavior.

2. That total staff committment is essential to program success.

3. That specific instruction must be individualized.

4. That materials and the atmosphere are a part of the learning process.

5. That the educational program is a means and not an end in the process of change.

6. That the offender is a potential asset to society and is deserving of the best efforts to take him from where he is to the most advanced point he can reach.

7. That society must be informed about the way in which benefits to offenders will ultimately benefit society morally and economically.

II. The Goals

An inmate education program that will implement these aforementioned beliefs cannot be developed easily. It will be the result of an evolutionary process. At this point, some general goals can be identified.

The development of knowledge, skills, and attitudes - values should take place in the following areas as program goals:

1. To help the individual become the person he is capable of becoming.

2. To make the individual capable of behaviors which contribute in an organized, lawful way to the welfare of the group.

3. To help the individual be capable of managing his home and family affairs and supporting himself and his dependents.

4. To increase the individual capacity for coping with social situations and relating to other human beings in terms of realities, expectations, and the standards of society.

The objectives of the Marin County Jail Education Program will be as varied as the individuals involved. These objectives will be set forth by the instructor and student.

III. The World of the Marin County Jail Education Program

The educational program at the Mail County Jail will not be set down in a vacuum. To the contrary, it will be established in the midst of a great number of agencies, boards, and political jurisdictions. It is not the purpose of this section of the proposal to provide a detailed definition of these groups, but to identify some of them and provide a partial understanding of their role.

Marin County Organization

The Marin County Board of Supervisors is composed of five elected members. They have the responsibility for the function of the county government. They establish the budget of the Sheriff, and thereby, the Jail. The Education Code (5749) requires the approval of the Board of Supervisors in order to establish a program for the "Education of Prisoners." The Board of Supervisors appoints the Chief Probation Officer, the Director of the Criminal Justice Planning Department and the Director of the Department of Corrections.

The Marin County Sheriff is an elected official. He enforces state laws and county ordinances and is responsible for patrol services, prevention of crime and apprehension of criminals in unincorporated areas of the county. He processes civil writs, operates the County Jail and provides bailiff services to the courts. The Marin County Jail Education Program was initiated jointly by the County Superintendent of Schools and the Sheriff. Although operated by the County Superintendent of Schools, the program will remain in the Jail as the guest of the Sheriff.

The Department of Corrections was created by the Board of Supervisors as a result of recommendations contained in the San Quentin Task Force Report.

During Fiscal 1973-74, the Director of Corrections was charged with preliminary program planning and, effective January 1, 1974, with operation of the minimum security facility (Honor Farm) including the program activities to be funded under a grant from the California Council on Criminal Justice. The Director will have the dual responsibility of administering this grant and the activities of the Department of Corrections.

The Criminal Justice Planning Department is an agency which identifies critical needs in the area of criminal justice and then secures special funding for projects in response to these needs. Some current projects include the Marin County Police Diversion Program, the Marin County Correctional Program and the Marin County Women's Correctional Program. It is anticipated that the proposed Marin County Jail Education Program will coordinate fully with these projects. The Marin County Jail

Education Program differs from the projects of the Criminal Justice Planning Department in that funding is assumed to be continuing and not on a project basis.

The Probation Department is an arm of the court. This Department will supervise students when released from Jail and will assist in the continuation of the educational program outside the Jail.

Marin County Superintendent of Schools/ Marin County Board of Education

The Marin County Superintendent of Schools is an elected official. He provides administration and business services to school districts. He provides the school districts of Marin County with instructional course coordination, multi-media aids, psychological and health services. He also operates classes for exceptional children, child care centers, environmental education activities and the Regional Occupational Program.

The Marin County Board of Education is composed of seven elected members. They approve the County Schools budget, the establishment of all special education classes operated by the County Schools Office, and grant temporary certificates, credentials and life diplomas for teachers. The Education Code (5749) requires the approval of the Marin County Board of Education to establish a program for the "Education of Prisoners."

The Marin County Superintendent of Schools and the Marin County

Board of Education are not newcomers to the field of Inmate Education; They currently operate the Loma Alta School at Juvenile Hall and the Children's Treatment Center. They also contract with the California State Department of Corrections for the conduct of the academic program at Bayview Schools, San Quentin.

The State Department of Education

The State of California Department of Education is responsible for public education in California. It is governed by the Education Code which is a compilation of permissive codes encorporated legislation concerning education.

The authority for an educational program in the Marin County Jail is provided for by Education Code Article 7.5, Sections 5749-5750.10 (See Appendix A).

The Marin County Jail Education Program will conform to those guidelines established by the Bureau of Adult Education. Annual approval of the Marin County Jail Education Program course offerings by the Bureau of Adult Education is required. Funds allowed for each student attending class three hours per day for five days per week during the school year for 1973-74 are $950. These average daily attendance (a.d.a.) funds are based on class attendance hours.

The Marin County Jail

Marin County has only one jail facility to accommodate all persons arrested by the Sheriff's Office, the California Highway Patrol and eleven other law enforcement agencies. The Jail is located on the top floor of the Hall of Justice at the Marin County Civic Center in San Rafael.

The Jail has facilities for 104 male inmates and 17 female inmates. Since the opening of the Jail in 1970, the number of bookings and the average daily population has increased. Steps were taken in 1973-74 to establish a minimum security facility (Honor Farm) to relieve the overcrowding and the need to house Marin County prisoners in the Sonoma County Jail.

	1970-71	1971-72	1972-73	1973-74 Projected
Total Bookings	8,260	9,614	8,702	9,500
Average Daily Population (Marin County Jail)	91	112	120	100
Average Daily Population (Marin prisoners at Sonoma County Jail)	3	25	24	3
Marin Honor Farm	---	---	---	40

The facility is austere and functional. It has closed circuit television monitoring all parts of the Jail. Provision is made for both face to face and glass enclosed visiting areas.

The function of any jail is to provide custody of arrested persons. The Marin County Jail has an added problem of accommodating those prisoners from San Quentin who come to the courts of Marin County.

The Marin County Jail functions on a 24-hour basis with a staff of twenty-eight people.

1	Lieutenant
4	Sergeants
19	Deputies
1	Chief Cook
2	Cooks
1	Accounting Clerk

The Marin County Department of Health Services has assigned a full-time nurse to the Jail. He is responsible for the dispensing of all medicine and the supervision of the health of the prisoners.

Several community organizations provide volunteer services to the inmates. The Red Cross provides rehabilitation services to women inmates. The Salvation Army provides personal toilet articles for all people in the Jail. In addition, numerous community organizations contribute to the inmates during Thanksgiving, Christmas and other holidays.

Honor Farm

Because of the overcrowding at the Jail, Marin County has established an Honor Farm on the old Smith Ranch in San Rafael. This facility houses work furlough, week-ender and other trustee-type prisoners who require a lower level of custodial supervision than is presently being provided at the County Jail. A California Council on Criminal Justice rehabilitation project offers a wide range of training and counseling activities for the Honor Farm inmates.

Opportunities to continue the education program will be provided to students who are transferred to the Honor Farm.

Marin County Jail Population

On August 22, 1973, a one-day survey showed there were fourteen women inmates in the Marin County Jail, eight of whom were interviewed. Seven felt a special program teaching employable skills would be utilized by women in jail. Three of those interviewed had less than a twelfth-grade education (See Appendix B).

During the month of September 1973, a statistical record was kept for female prisoners (See Appendix C). This report largely substantiates the one-day survey noted above.

In a survey in November 1973, of forty-eight inmates at the Marin County Jail, all but one indicated an interest in attending some kind of class. Seventeen of those interviewed had less than a high school education (See Appendix D).

IV. A Look into the Future -- A Report from the Imaginary Instructor of the Marin County Jail Education Program

Since the Marin County Jail Education Program is a pioneer effort, it is difficult to say exactly what will happen on any given day. At this point, imagination is our basic resource. So, permit a little fantasy. This is the imagined report of the instructor, yet-to-be-hired at the Marin County Jail, on one day in his life:

> I arrived at work early today. Had a lot of books I picked up from San Quentin and Loma Alta to take in. (Sure was glad to get them. I have 10 men in cell study in isolation in addition to the 20 students per day in individual instruction in the dining hall.) Arrived at the desk, talked with the Deputies and checked the new arrivals, departures and cell changes. (Have to keep track of my students.) Jail Commander called me into his office to ask how things were going. He also reminded me of the meeting with the Probation Officer, Nurse and Deputies to discuss two pre-sentence reports on two of my students. (It is so good to feel a part of the team here.)
>
> Where does the time go. I took my books and records to to the dining hall. Go get the storage carts, blackboard and reading pacers. All set -- even have plenty of coffee. At 10:00 a.m., ten students arrive. Three are working to be able to take the General Education Development Test (High School Equivalency), two are working in refresher math, and five are doing reading improvement. (It is really amazing what motivated people can do to improve specific skills in 30 to 60 days. Even more, they get excited! They have very different attitudes). It is 11:30 a.m. Have to clear the "classroom" for lunch.
>
> Back at 1:00 p.m. Will do cell-to-cell study for 2 hours. Sometimes I feel like a counselor more than a teacher. Still, 10 men are working in 5 academic areas in their cells. (Hope to get some additional students today.)

At 3:00 p.m., I left the Jail to pick up more books at the Library. Stopped by the Honor Farm to see a couple of students who went on work furlough. Both of them completed the GED. They are still working in math.

Returned to work at 6:00 p.m. My ten students met me again in the "classroom." Five of these college-level students are doing a creative writing class. They want to do a play in the dining room -- one they are writing. Have to work on getting approval first. My other five "charges" are learning to read. Need much help. I use the more able students as tutors. It seems to help both.

Closed shop at 8:00 p.m. Long day. Thirty students, 10 counseling sessions, and book pick-up. Pretty good for a school in the most unlikely place!

The Marin County Jail Education Program will be what the staff, the inmates, and the instructor make it within the guidelines set forth by the sponsoring agencies. The instructor will be more than a teacher. He will be a member of the team.

V. What Has Been Done

The initiation of the Marin County Jail Education Program came from the Marin County Superintendent of Schools and the Marin County Sheriff. Their leadership in identifying this need and proposing a cooperative response is certainly noteworthy.

Legislation

The first hurdle in the development of this program was the amendment of the Education Code to permit the Marin County Superintendent of Schools to conduct such a program in the County Jail. The Education Code Article 7.5 already permitted the Monterey and Santa Clara County Superintendents of Schools to conduct programs for the "Education of Prisoners" in county jails. Senate Bill 1329, introduced by Senator Peter Behr (See Appendix E), made provision for the "Education of Prisoners" also applicable to the Marin County Superintendent of Schools.

Survey of Literature

A survey of the literature referring to the education of prisoners was initiated through the Educational Resources Center of the San Mateo County Office of Education. This produced 22 descriptors of programs in relation to correctional institutions and inmate education. In addition, the report to the Ford Foundation by Syracuse University Research Corporation on the School Behind Bars provided a basic reference document for the development of this program. Various programs for inmate education sponsored by the United States Office of Education, the Far West Laboratory for Educational Research, and the California Council on Criminal Justice were explored and referenced.

Project Development Team

At this point, the personnel available for the development of this proposal were identified. Mr. James Orrell, Supervising Teacher at Bayview Schools in San Quentin, who is an experienced educator within a correctional institution and is a nationally recognized consultant on inmate education with the Career Education in Corrections Project funded by the United States Office of Education; Mrs. Carolyn Horan, Career Counselor with experience in Vocational Counseling and education and the administration of the General Education Development Tests; and Mr. Gene Turtle, Administrative Assistant with experience in project development and feasibility studies, were identified as a project team to develop this program for implementation as soon as feasible.

Visitations

Visitation was made to the San Joaquin County Jail where the

Manteca Unified School District is conducting an educational program. The San Mateo County Office of Education was also visited where they are conducting a program in the San Mateo Jail under funding from Volunteers In Service To America (VISTA). Naturally, a number of visits were made to the Marin County Jail.

State Department of Education

Contact was made with the State Department of Education. Both the Bureau of School Apportionments and Reports and the Bureau of Adult Education clarified the funding level for the program. This interpretation of the Education Code was necessary because this is the first application of Education Code Article 7.5 "Education of Prisoners."

Marin County Jail

One of the significant components in the development of the program has been the creative and enthusiastic support of the Sheriff and County Jail personnel. It was determined that effective use could be made of the dining hall as a classroom. Jail schedules would permit several two or three-hour periods of time each day for educational activities. The freedom of movement of inmates while preserving security needs was explored and resolved. The Marin County Jail Education Program must meet both the educational needs of the prisoners and the custodial needs of the Jail.

Budget

The Marin County Jail Education Program is planned for development in two stages as reflected in the budgets that follow.

The first period would be from March through June 1974 and would be considered an exploratory and developmental period. The budget for this initial period of time would include the start-up equipment and supplies. The teacher for this program would be hired on an hourly basis. Financial support during the start-up period would come from both the income from the state apportionments generated by average daily attendance and through the utilization of reserves of the County School Administration (E) Section of the County School Service Fund Budget. The budget for this will appear as a separate account in the Schools and Classes Maintained (C) Section of the County School Service Fund Budget.

The second budget is for the period from July 1, 1974 through June 30, 1975. This is a balanced budget with the program supporting itself on the basis of state apportionments generated by average daily attendance income. The teacher would be on a regular contract basis.

These budgets do not reflect the contributions of the Sheriff's Office of space, utilities, telephone and other expenses incurred because of the education program in the Jail. Reading Pacers will be contributed by a private citizen. Much of the individualized materials which will be used in the Jail will be borrowed from such programs as the College of Marin, Bayview Schools, Loma Alta School, Regional Occupational Program and Adult Education Programs of the County.

1973-74 BUDGET

SCHOOLS AND CLASSES MAINTAINED (C)
COUNTY CORRECTIONAL INSTRUCTION

7960

RECAP

	1973-74 Approved Budget	Proposed Revision	1973-74 Revised Budget
INCOME			
79 days x 10 students/day = 790			
$\frac{790}{145}$ = 4.51 or 5 a.d.a. x $950	-0-	4,750	4,750
County School Admin. Reserves (E)	-0-	2,329	2,329
	-0-	7,079	7,079
EXPENDITURES			
Total Budget	-0-	7,079	7,079

VI. What Remains to be Done

Once the Marin County Jail Education Program has been approved by the Marin County Board of Education and the Marin County Board of Supervisors, procedures will be initiated to begin the program.

The Position Description for Teacher - Marin County Jail position is part of this proposal and approval of the proposal by the Marin County Board of Education includes approval of the Position and Position Description (See Appendix F).

The teacher will be employed on an hourly basis during the period March to June 1974 with the assumption that if the program is successful and feasible the instructor will be continued on contract basis for the 1974-75 school year. The schedule for filling the position will be as follows:

January 8, 1974	Marin County Jail Education Program presented to Marin County Board of Education for first reading.
January 22, 1974	Marin County Jail Education Program presented to Marin County Board of Education for approval.
January 22, 1974	Position approval by Marin County Board of Education.
January 23, 1974	Mail position announcements to Marin County Superintendent of Schools staff.
February 1, 1974	Review staff applicants and mail position announcements to placement agencies if necessary.

February 15, 1974	Deadline for applications and paper screening.
February 18-20, 1974	Interviews by a committee composed of representatives of the Marin County Superintendent of Schools Office and Marin County Sheriff's Office.
February 21, 1974	Mail recommendations to Marin County Board of Education
February 26, 1974	Approval by Marin County Superintendent of Schools and Marin County Board of Education.
March 4, 1974	Start work.

Concurrent with the recruitment of the instructor, the equipment and consumable materials will be obtained.

The activities of the instructor will be closely monitored by both the Marin County Schools staff and the Marin County Sheriff's staff. The evaluation of the instructor will be done within the Guidelines of the Stull Bill and the policies established by the Superintendent/Governing Board.

Evaluation of the Marin County Jail Education Program will be both short-term and long-term. In the short-term, the program will be evaluated as successful if it is initated and operated as proposed and if inmate interest is sufficient to sustain an ongoing effort. In the long-term, the program will be evaluated by comparing data on student progress with the goals and objectives worked out cooperatively by the teacher and the student. Test results, staff observation, and some follow-up contact will provide the measurement data for evaluation.

A report of the Marin County Jail Education Program will be made to the California State Legislature and the Superintendent of Public Instruction as required by Education Code Section 5750.8.

Article 7.5. Education of Prisoners

(Article 7.5 added by Stats. 1971, Ch. 1810.
Effective until December 31, 1974)

Establishment and Maintenance of Classes

5749. The county superintendent of schools, with the approval of the county board of education and the board of supervisors, shall have power to establish and maintain classes or schools for prisoners in any county jail, or any county industrial farm or county or joint county road camp, for the purpose of providing instruction in civic, vocational, literacy, health, homemaking, technical, and general education.

(Added by Stats. 1971, Ch. 1810. Effective until December 31, 1974.)

Diplomas, Certificates

5749.2. The county board of education shall have the authority to award diplomas or certificates to prisoners enrolled in classes or schools in any county jail, or any county industrial farm or county or joint county road camp upon successful completion of a prescribed course of study.

(Added by Stats. 1971, Ch. 1810. Effective until December 31, 1974.)

Saturday Classes

5749.4. The county board of education may provide for the maintenance on Saturday of classes for prisoners in any county jail, or any county industrial farm or county or joint county road camp.

(Added by Stats. 1971, Ch. 1810. Effective until December 31, 1974.)

"Adult" Defined

5749.6. For purposes of attendance, "adult" means any prisoner confined in any county jail, or any county industrial farm or county or joint county road camp and who has enrolled in classes or schools authorized by Section 5749.

(Added by Stats. 1971, Ch. 1810. Effective until December 31, 1974.)

Computation of Allowance

5749.8. For all schools or classes maintained by the county superintendent of schools as authorized by Section 5750.2 in any county jail, or any county industrial farm or county or joint county road camp, the Superintendent of Public Instruction shall allow the same amount as he would compute for the foundation program of a high school district under Section 17665.

For purposes of this section, the Superintendent of Public Instruction shall, by rules and regulations, establish minimum standards for the conduct of the schools or classes, including, but not necessarily limited to, class size, attendance requirements, and requirements concerning records to be kept and reports to be submitted.

(Added by Stats. 1971, Ch. 1810. Effective until December 31, 1974.)

Rehabilitation of Prisoners

5750. The sheriff or other official in charge of county correctional facilities may, subject to the approval of the board of supervisors, provide for the rehabilitation of prisoners confined in the county jail, or any county industrial farm or county or joint county road camp. Such rehabilitation shall emphasize education and vocational training.

(Added by Stats. 1971, Ch. 1810. Effective until December 31, 1974.)

Directive Ordinances

5750.2. The board of supervisors may, by ordinance, direct the county superintendent of schools to establish and maintain classes or schools for prisoners in any county jail, or any county industrial farm or county or joint county road camp established by the county. The county board of education shall have the same powers and duties with respect to such schools, including the establishment of the budget deemed necessary for the operation of the school programs, as the governing board of a school district would have were such schools maintained by a school district.

(Added by Stats. 1971, Ch. 1810. Effective until December 31, 1974.)

In Lieu Proceedings

5750.4. The board of supervisors, in lieu of proceeding under Section 5750.2, may provide for the establishment and maintenance of classes or schools in connection with the jail facilities for the education and vocational training of the prisoners. The board, by ordinance, may provide for the establishment and maintenance of school facilities in the county jail, or any county industrial farm or county or joint county road camp, and such schools may be maintained by the governing board of any school district maintaining secondary schools.

(Added by Stats. 1971, Ch. 1810. Effective until December 31, 1974.)

General Fund Transfers to School Service Fund

5750.6. (a) The board of supervisors of the county shall transfer from the general fund of the county to the county school service fund of the county superintendent of schools such sums, in excess of the amount of money received from the state by the county superintendent of schools, as the county board of education has deemed necessary to maintain the school programs in the county jail, county industrial farm or county or joint county road camps as described in Section 5750.2.

(b) The board of supervisors, in lieu of proceeding under subdivision (a), shall agree with the governing board of the school district providing classes or schools for prisoners, to transfer from the general fund of the county to the general fund of the district such sums, in excess of the amount of money received from the state by the district, as is necessary to maintain its school programs in the county jail, county industrial farm or county or joint county road camps as described in Section 5750.4.

(Added by Stats. 1971, Ch. 1810. Effective until December 31, 1974.)

Report to Legislature

5750.8. The county superintendent of schools shall report to the Legislature and the Superintendent of Public Instruction on the classes or schools conducted pursuant to the provisions of this article. The report shall be filed by the fifth calendar day of the 1975 Regular Session of the Legislature.

(Added by Stats. 1971, Ch. 1810. Effective until December 31, 1975.)

Applicability to Santa Clara County, Monterey County and Marin

5750.9. The provisions of this article shall be applicable only to Santa Clara County, Monterey County and Marin

(Added by Stats. 1971, Ch. 1810. Effective until December 31, 1974.)

Termination of Provisions

5750.10. The provisions of this article shall remain in effect until December 31, 1975 and shall have no force or effect after that date.

(Added by Stats. 1971, Ch. 1810. Effective until December 31, 1974.)

5751–5752. (Repealed by Stats. 1965, Ch. 842.)

Appendix "A-2"

INTER-OFFICE MEMORANDUM

FROM THE OFFICE OF

MARIN COUNTY CRIMINAL JUSTICE PLANNING DEPARTMENT

O: Don DATE: August 23, 1973

ROM: Cheryl RE: Information on Female Jail Population

On Wednesday, August 22, 1973 there were 14 female prisoners in the Marin County Jail. Twelve (12) women were sentenced and two (2) were unsentenced. I interviewed eight of the 12 sentenced prisoners (the others were out on work furlough, in court, or did not want to be interviewed.

I asked each of the women the following questions:

1. Do you have any work experience? If so, what type?
2. What is your educational level?
3. Do you have any special skills or training?
4. Do you have any special problems, i.e., drugs, alcohol, habitual offenses, etc.?
5. Do you have any children? If so, how many?
6. Do you feel that a special program teaching various employable skills would be utilized by women in the jail?
7. Do you think a program of personal counseling and/or educational program providing a G.E.D. would be utilized?

The results of the interview are as follows:

1. (2) had none or very little work experience.
   (4) had work experience (zerox operator, cashier, waitress, file clerk) in areas not requiring any special skills or education.
   (1) was a licensed public accountant.
   (1) was a secretary/bookkeeper.

2. (4) had High School diplomas (one of these had college credits but no degree).
   (3) had some High School (10th, 11th, 12th)
   (1) had graduated from high school and college and also had a Masters Degree.

3. In reference to special skills:
   (4) had no special skills.
   (1) had special skills in area of photography and film making.
   (1) had special skills re. Sweda and NCR machines.
   (1) the Public Accountant, obviously had skill.
   (1) the Secretary/Bookkeeper, obviously had special skills.

4. Special Problems:
   (4) were drug addicts (previously).
   (4) said they had no special problems.

5. (2) had no children.
   (2) had four (4) children.
   (2) had one (1) child.
   (1) had two children (this woman does not have custody of her children).
   (1) had three (3) children.

Appendix "B-1"

6. (7) of the women felt that a program teaching "employable" work skills would be utilized by the women in the jail.

Interestingly, the woman with the most education felt that the program would not be utilized! Maybe she knows something we don't since she's lived with the other women and we haven't!

In reference to counseling, most of the women felt that if it was related to job counseling and the information supplied by the counselors was "in tune" with the "real" job market, it would be utilized.

Those women who had, or have, a drug problem felt there should be special counseling for women with this problem.

I think it would be wise to note that only one (1) woman was serving time for a crime of violence.

According to Deputy Gosser, a great number of the offenses committed by many of the women in jail are drug related (i.e., burglary, possession stolen property, etc.). She also stated that because of the new computerization of welfare recipients, there is an upswing of women being sentenced for welfare fraud. Drunk driving also seems to be increasing as an offense.

Deputy Gosser said that there aren't that many women returning to jail because of probation violation but rather for new offenses that are related to the old ones (i.e., possession of stolen property as opposed to burglary). She also felt that the length of sentence is getting longer.

NOTE: Two women would not speak to me. One was an unsentenced prisoner and one was serving 56 days on a Felony offense.

Deputy Gosser stated that the women I spoke with are serving on the average not less than 30 days.

bf

Appendix "B-2"

APPENDIX C

Informal Survey - Marin County Jail September 1973
Female Population Only

Note: This is a tabulation of information collected over a period of one month and is not parallel to the male population survey.

Total Inmate Count = 104

Age

18-20	15	14.85%
21-30	34	33.66%
31-40	30	29.71%
41-50	16	15.84%
51-60	4	3.96%
61 and over	2	1.98%
	101	100.00%

Education

Through 6th grade	1
Through 12th grade	58
College	41
	100

Marital Status

Single	36
Married	34
Divorced	23
Widow	8
	101

Appendix "C-1"

Sentences

1 day	2	11.77%
5 days	5	29.40%
30 days	2	11.77%
56 days	1	5.88%
60 days	2	11.77%
90 days	2	11.77%
4 months	1	5.88%
6 months	1	5.88%
9 months	1	5.88%
	17	100.00%

Occupation

Housewives	(20)	Manager	(1)
Therapists	(5)	Accountants	(2)
Waitresses	(6)	Asst. Sales	(4)
Film Maker	(1)	Prostitutes	(2)
Architect	(1)	Teacher	(1)
Seamstresses	(2)	Business Owner	(1)
Clerks	(4)	Fashion Coordinator	(1)
Proof Operator	(1)	Fish Cutter	(1)
None	(23)	Teachers Aide	(1)
Cooks	(3)	Houseworker	(1)
Students	(6)	Telephone Operator	(1)
R.N.'s	(3)	Letter Carrier	(1)
Secretarys	(7)	Escrow Officer	(1)
Mother	(1)	Nurse's Aide	(1)
Machine Operator	(1)	Picture Framer	(1)
Supervisor	(1)		

Appendix "C-2"

APPENDIX D

Informal Survey - Marin County Jail November 1973
Male Population Only

Note: This was an informal survey conducted over the period of one week and is not parallel to the female population survey.

Total Number in jail: 82

Number Interviewed: 48 (58%)

Average Age: 28

Average Grade Level (including college): 12th grade

Number Sentenced: 27 (57%)

Number Not Sentenced: 18 (37%)

Number With Other Explanations: 3 (6%)
(1) ?
(1) drug program
(1) no answer

Appendix "D-1"

Job Skills

Laborer	(5)
Carpenter	(4)
Cook	(4)
Machinist	(3)
Warehouseman	(2)
Auto Mechanic	(4)
Painter	(1)
Truck Driver	(1)
Sheet Rock	(1)
Baker	(1)
Nurses Aid	(1)
Construction Work	(1)
Embalmer	(1)
Draftsman	(1)
Stone Mason	(1)
Musician	(1)
Gardener	(1)
Business Management	(1)
Electrician	(1)
Administrative	(1)
Salesman	(1)
Tree Service	(1)
Tree Trimmer	(1)
Tree Surgeon	(1)
Military	(1)
Navy	(1)
Navy (clerical)	(1)
Air Force	(1)
Welder	(1)
Roofing Houses	(1)
Copy Blue Prints	(1)

Appendix "D-2"

GRADE LEVEL		NUMBER IN GRADE	
elementary	6th	1	2.0%
	8th	5	10.4%
high school	9th	1	2.0%
	10th	3	6.3%
	11th	7	14.6%
	12th	18	37.5%
college	13th	3	6.3%
	14th	5	10.4%
	15th	3	6.3%
	no response	2	4.2%
		48	100.00%

Appendix "D-3"

Motivation -- Any Ambitions?

"Yes. Would like to get into a Vocational Program."

"Yes."

"Yes. Photography."

"Yes. No thoughts of anything specific."

"Yes. Would like to go to college. Mechanics."

"Yes. Wants to continue college after release."

"Yes. Plans to go back to college."

"Yes. Would like to learn another language; also restaurant management."

"Yes. Not sure, but would like to improve himself."

"Yes. Would like to do drafting."

"Yes. Would like to continue college - Public Accountant."

"Yes. Would like to become a registered nurse."

"Yes. Will continue college."

"Yes. Hasn't decided future."

"Yes. Hasn't thought about further education."

"Yes. Has been taking Spanish classes. Guitar-will continue same."

"Yes. Would like to get into something in the medical field."

"Yes. Would like to continue drafting at college level."

"Yes. Wants to go to college. Sociology (social worker)."

"Yes. Anything but mechanics."

"Yes. Would like to go to trade school."

"Yes. Wants to be a drug counselor."

"Yes. Wants to go further in mechanics."

"Yes. Continue in music."

"Yes. Would like to become an auto mechanic. It's now a hobby."

"Yes. Would like to get into electronics."

"Yes. Thinking about becoming a motor mechanic."

"Yes. Wants to get into Real Estate. Go to school in San Francisco after jail."

"Yes. Like to learn something - maybe a trade school."

"Yes. Would like to get into lapidary."

"Yes. Self employed. Will continue as same."

"Yes. Would like to be a chef. General law."

"Yes. Wants to go to landscape architectural school."

"Yes. Considering law school."

"Yes. Vocational training. Would like to get high school and some college."

"No. Would like to get a job working with wood .... carpenter!"

"Yes. Continue present job."

"Yes. Would like to go back to college and major in music and drama."

"Yes. Would like to get a G.E.D. then take some college in the sociology field."

"Yes. Would like to do construction design."

"Yes. Continue as same (baker)."

"Yes. Has started nursing program."

"Yes. Not thought about furthering his education level."

"Yes. Would like to get a B.A. in Recreation."

"Yes. Would like to improve education."

"Yes. Would like to attend the motorcycle repair school in San Rafael. Correspondence course in Spanish.

Appendix "D-5"

APPENDIX E

Senate Bill No. 1329

CHAPTER 316

An act to amend Section 5750.9 of the Education Code, relating to special schools and classes.

[Approved by Governor August 27, 1973. Filed with Secretary of State August 27, 1973.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1329, Behr. Special schools and classes.

Makes specified provisions re education of prisoners applicable to Marin County as well as Santa Clara and Monterey Counties.

Appropriation: no.

The people of the State of California do enact as follows:

SECTION 1. Section 5750.9 of the Education Code is amended to read:

5750.9. The provisions of this article shall be applicable only to Santa Clara County, Monterey County, and Marin County.

O

APPENDIX F

POSITION ANNOUNCEMENT

Position Title: Teacher -- Marin County Jail

Qualifications: Regular California Teaching Credential -- Elementary, Secondary, Adult

Work Year: 79 days -- rest of school year to June 30, 1974. Begins March 25, 1974.

Salary: $8.00 per hour for a total of 474 hours = total contract $3,792

Application Procedure: Send letter of application to:

Mr. Gene Turtle
Administrative Assistant
Marin County Superintendent of Schools Office
201 Tamal Vista Boulevard
Corte Madera, California
(415) 924-9500

Deadline: February 22, 1974

Note: If this program is continued, instructor will be placed on regular contract on September 1, 1974.

Appendix "F-1"

MARIN COUNTY SUPERINTENDENT OF SCHOOLS

PROGRAM FOR MARIN COUNTY JAIL

TEACHER: MARIN COUNTY JAIL

Brief Description of Position:

Provide individualized learning experiences for the inmates of the Marin County Jail in a wide variety of academic areas consistent with the needs of the learners.

Major Duties and Responsibilities:

1. Determine as well as possible student's level of learning using teacher devised tests, standarized measurements, interviews, and trial of various materials.
2. Pay particular attention to individual inmate needs.
3. Organize work and study programs for maximum student progress in limited time.
4. Keep accurate records of contact, work, and progress.
5. Evaluate frequently to maintain flexibility and interest.
6. Write and file necessary reports so that Correctional and Educational Administrators can provide the greatest help in student's overall progress.

Appendix "F-2"

7. Maintain professional competence through inservice training and professional growth activities.

8. Be familiar with varied materials and sources.

9. Become familiar with community resources and personnel.

10. Maintain a cooperative working relationship with the personnel of the Marin County Jail as a member of the "team".

Other Duties and Responsibilities:

1. Share with the custody staff responsibility for student's compliance to rules of the Marin County Jail.

2. Choose and order books, supplies, and other instructional materials.

3. Participate in staff meetings as requested.

Supervision Exercised or Received

Under the supervision of the Deputy/Assistant Superintendent.

Position Qualifications

Regular California Teaching Credential -- Elementary, Secondary, or Adult

APPENDIX 2

REPORT TO MARIN COUNTY SUPERINTENDENT OF SCHOOLS/ MARIN COUNTY BOARD OF EDUCATION

ON THE EDUCATION PROGRAM AT THE MARIN COUNTY JAIL

(June 1974)

REPORT TO

MARIN COUNTY SUPERINTENDENT OF SCHOOLS/ MARIN COUNTY BOARD OF EDUCATION

ON

THE EDUCATION PROGRAM

AT THE

MARIN COUNTY JAIL

June 11, 1974

In March of 1974, the Marin County Superintendent of Schools/ Marin County Board of Education established an education program within the Marin County Jail. At the time of the decision to establish the program, the initial period from March to June 1974 was considered to be exploratory. A decision would be made in June 1974 whether or not this program was to continue for 1974-75.

This report contains two parts. The first part is an on-site evaluation of the program in relation to the original goals of the project. This report was prepared by Mr. James B. Orrell, Supervising Teacher at Bayview Schools. The second part of this report contains statistical information.

One of the critical questions to be answered during the exploratory phase was whether or not there would be sufficient inmate interest in order to generate income from Average Daily Attendance (ADA) in order to finance the program. It now appears that the projections were accurate and the program is self supporting on the basis of 22 ADA.

RESS ALL
UNICATIONS
E SHERIFF

SHERIFF'S OFFICE
COUNTY OF MARIN
HALL OF JUSTICE
SAN RAFAEL, CALIFORNIA 94903
LOUIS P. MOUNTANOS, SHERIFF
SIDNEY STINSON, UNDERSHERIFF

TELEPHONE
479-2311

RECEIVED
MARIN COUNTY
DEPT OF SCHOOLS
JUN 6 11 28 AM '74

June 6, 1974

Dr. Virgil Hollis
Marin County Superintendent of Schools
201 Tamal Vista Blvd.
Corte Madera, California 94925

Reference: Marin County Jail School Program

Dear Sir:

This is to inform you that the program now being presented to the inmates of the Marin County Jail has been accepted with great enthusiasm by the inmates. It not only gives them the opportunity to improve themselves but to further their education which will help them improve their status in society by qualifying them for employment in the fields which they choose.

As commander of the County Jail I wish to thank you, Dr. Hollis and your entire staff for your help and dedication in assisting the Sheriff make this program possible. Particularly I would also like to thank Mr. Gene Turtle for his tremendous help and advice with which the program became a reality.

I am sure with the dedication of the personnel in your staff and the way the program was accepted by the inmates and the staff of the Jail Division that this program will expand.

Very truly yours,

MARIN COUNTY SHERIFF'S OFFICE

Angelo J Mecchi

ANGELO JAMES MECCHI
JAIL COMMANDER

AJM:jp

ON SITE EVALUATION
MARIN COUNTY JAIL EDUCATION PROGRAM

By James B. Orrell

INTRODUCTION

As a part of the on-going evaluation of the Marin County Jail Education Program, an on-site visit was made on May 23, 1974 to make some judgments as to the effectiveness of the program. The program was viewed in four (4) ways:

I. Custody reactions.

II. Inmate reactions.

III. Instructor reactions.

IV. Original goals.

Based on this information, some summary recommendations will be offered.

I. Custody Reactions:

Because any correctional education program must function within the custodial constraints of the correctional setting, it is of utmost importance to know how the program is viewed by the custodial staff. An interview with the Commander of the Marin County Jail, Lieutenant Angelo Mecchi, and three of his deputies, produced the following reactions:

1. The education program is "working beautifully".
2. Response has been good from all concerned.
3. The education program has greatly improved the climate in the jail. "Without it, the inmates have nothing."

4. The program has helped alleviate problems created by staff shortages and overcrowding.

5. The program needs to be extended to female inmates. "They have nothing positive to do."

II. Inmate Reactions:

Walking up and down the cell tiers, several interviews were held with the inmates who were participants in the program. All comments were positive. "It is the only good thing we've got going for us."

Inmate participation and achievement during the short time the program has been operating has been excellent given an average daily jail population of 90.

III. Instructor Reactions:

Mr. Ray Wilmot, Academic Instructor in the Marin County Jail Education Program, was interviewed. The instructor has developed an atmosphere of cooperation and mutual trust. He has developed an education program within the constraints present in a county jail. The commitment to continue and build the program is obvious.

IV. Goals

The four goals stated in the proposal approved by the Superintendent/Governing Board in January, 1974 are:

1. To help the individual become the person he is capable of becoming.

2. To make the individual capable of behaviors which contribute in an organized, lawful way to the welfare of the group.

3. To help the individual be capable of managing his home and family affairs and supporting himself and his dependents.

4. To increase the individual capacity for coping with social situations and relating to other human beings in terms of realities, expectations, and the standards of society.

Activities carried on each week to achieve these goals included:

5 hours per week	individual instruction
15 hours per week	small group instruction
2 hours per week	group discussion

SUMMARY/RECOMMENDATIONS

1. The program is functioning well and should be continued.

2. Participation is at a sufficient level to finance program needs.

3. Continued cooperative effort should be made between the teacher and the Jail Commander to seek a permanent classroom in the jail.

4. Serious consideration should be given for program expansion to the female inmates as soon as feasible.

STATISTICS
MARIN COUNTY JAIL EDUCATION PROGRAM

I Division of Time

teaching small groups -	15	hours a	week
teaching individuals -	5	"	"
class preparation -	5	"	"
group discussion -	2	"	"
record keeping -	2	"	"
distributing books -	2	"	"
miscellaneous organizing and selling of the program -	3	"	"
	34	hours a	week

II General Information

Total number of inmates contacted -	100
Total number enrolled in some educational program -	50
Pre-GED tests given -	17
GED's achieved -	4
Occupational tests given -	15
Adjective Check Lists given (Interest survey) -	20

III Profile of Inmates (Based on a sample of 20) -

Average age - 23
Average number of years of schooling - 11
Number who completed high school - 10
Number of those who have attended some college - 6

IV People and Organizations regularly consulted

Sheriff's Office - Angelo Mecchi, Sid Stinson
Marin County Schools Office - Gene Turtle, Carolyn Horan, Jim Orrell
Honor Farm - Lorraine Box, Arnie Scher
TASC (Treatment Alternatives to Street Crime) - Rod Taylor
Law Library - Meyer Halpern
County Library - Cheryl Henley
Probation - Gloria Melbostad, David Turk
Mill Valley Outdoor Art Club - Lucille Graver
Red Cross - Toni Busse

V Average Daily Attendance

Eighth School Month (March 25, 1974 - April 19, 1974)	25.00 ADA
Ninth School Month (April 22, 1974 - May 17, 1974)	19.30 ADA

PERSONAL IMPRESSIONS OF THE MARIN COUNTY JAIL EDUCATION PROGRAM

By RAY WILMOT, TEACHER

"There is no ideal time to approach inmates. When they are being booked, they're angry and upset. During the first few days they're in jail, they expect to be released immediately. Some do bail out, some don't. Inmates who are sentenced are eligible for the Honor Farm or drug programs. Many go, often unexpectedly. It is never certain that a person who is in jail today will be there tomorrow."

"The jail atmosphere is not conducive to education. The idea that inmates can and should be rehabilitated or educated while in jail was not considered in the establishment of such facilities. In Marin County, the Sheriff and Lieutenant in charge of the jail have committed themselves to education. Custodial considerations must take precedence over education, and in fact sometimes make education impossible."

"It is difficult for inmates to think realistically about their situation while in jail. Some make vast, grandiose plans, which are revised or scrapped altogether at regular intervals. Some refuse to think about anything, except "getting out."

"Moodiness and sleep are a constant problem in jail. An inmate who has expressed an interest in math never seems ready to actually tackle it. In the morning he sleeps, in the afternoon, he doesn't "feel like it."

"Some of those who join the classes, held in the chow hall, have mixed motives. It is a change from the boredom of the cell, where the faces are always the same, and the TV blares endlessly. I accept any motive at all as sufficient basis for inclusion in the education program."

"I sometimes feel suspended in a kind of no-man's land. Both the inmates and deputies consider me an outsider. The only people who occupy a comparable position are the nurse and the TASC (Treatment Alternatives to Street Crime) workers. They do interviewing within the jail, and so must cultivate a relationship with the staff that is similar to mine. We have shared experiences and offered advice to one another."

"I have formed certain impressions during the brief time I've been working in the jail. There is a very high percentage of young men - between 18 and 24 - doing time in the jail. There have been three separate pairs of brothers confined during the past two months, each of the six arrested for a separate offense. These men, and many others, seem to accept jail as a regular, recurring period in their lives. One of the six brothers just mentioned added that his father has also done time in the County Jail."

"There is a small percentage of inmates with college degrees, perhaps 10%. Another 20% have had some college."

"There are few black inmates in the County Jail, and no Chicanos. I've met only one who considered himself a revolutionary, and he is white. Most of the inmates are friendly, even those who have no particular interest in education."

"As far as dealing with inmates, I find that it is best not to inquire extensively into their particular offenses. The more you know, the more help you are asked to give in areas in which you have little power."

"The chow hall itself was not designed with education in mind. It is noisy and cramped, and the tables are not movable. They are fine for individual reading or writing, not quite so well situated for discussion. The Lieutenant is aware of this difficulty, and has recommended the use of another room, which he expects to be available soon."

"Since most of the inmates are kept confined all day, they have to be removed by a deputy with a set of keys. He has to unlock the individual inmates' cells, then unlock the chow hall door, and lock it behind us. The portable blackboard and book cart are kept in a closet, which is always locked. Since this required another process of unlocking and relocation, I usually do without these amenities."

"There was a rule prohibiting hard-cover books in the cells. When I spoke to the Lieutenant about this, he suggested that they could be permitted if they were law books, if they were part of the education program, or if they came from the County Library on the fourth floor."

"Coffee in the chow hall during classes is one of those battles that has to be fought and periodically re-fought. The Lieutenant suggested, without being asked, that inmates who were attending class might be permitted to have coffee. Kitchen personnel were at first reluctant, and only gradually convinced. Individual deputies objected at first, despite assurances from me that it was permitted. It seems to be generally understood and accepted now."

"Each week, for about four weeks, the nurse, a counselor from TASC, and I led a group discussion. Topics generally focused on problems relating to re-entry. There have been several difficulties associated with this project. There is almost a complete turnover of participants from week to week, making continuity impossible. There is a tendency for two or three people to dominate the discussion. Finally, there is a general lack of trust among those who are involved for the first time."

"The Lieutenant has agreed to the use of volunteer tutors under certain circumstances. When I feel that an individual could use extra help, I contact his probation officer. The probation officer gets a court order enabling him to take the inmate out of jail at specific times during the week. The probation officer goes up to the jail at the appointed time and accompanies the inmate to a vacant office in the probation department. So far, only one tutor has been engaged, and she has worked with three separate inmates."

"Contacts with administrative and professional personnel at the Honor Farm have been very positive. Several times a week I go to the Honor Farm to work with inmates who have begun working on GED preparation in the jail. When an inmate is returned to the jail for some infraction of the rules, I build on whatever progress has already been made at the Farm. It is easier for me to maintain contacts at the Farm than it is for the corrections personnel to maintain contacts in the jail."

"For the past three weeks, Ted Klopp, a counselor at the College of Marin, has come to the jail to speak to those interested in college. He uses the chow hall at 7 o'clock on Tuesday evenings. I do the recruiting and am also present during the sessions. The size of the group ranges from 12 to 15. There is a large turnover from week to week. Ted has discussed College of Marin programs, job opportunities, difficulties of transition, value systems, and financial aid. He has accepted applications for the summer and fall sessions. We see his role as an important link for those who go from the jail to the college."

"I have not yet done any testing or teaching of female inmates, partly for lack of time, and partly for lack of opportunity. One day last week, the woman in charge of the women's section approached me and informed me that there was a woman in jail who was interested in getting her GED. As soon as time permits, I intend to give her a pre-GED test."

APPENDIX 3

REPORT TO THE CALIFORNIA STATE LEGISLATURE
AND
THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ON THE EDUCATION PROGRAM AT THE MARIN COUNTY JAIL
(January 1975)

REPORT
TO THE CALIFORNIA STATE LEGISLATURE
AND
THE SUPERINTENDENT OF PUBLIC INSTRUCTION
ON THE
MARIN COUNTY JAIL EDUCATION PROGRAM

by
Dr. Virgil S. Hollis
Marin County Superintendent of Schools

January, 1975

In May of 1973, Senator Peter Behr introduced S.B. 1329 to amend Section 5750.9 of the Education Code. S.B. 1329 authorized the Marin County Superintendent of Schools Office, with the approval of the Board of Supervisors and the Board of Education, to establish an education program in the Marin County Jail. The Bill was signed by the Governor on August 27, 1973, to be effective January, 1974. The education program at the Marin County Jail began in March, 1974.

As required in Section 5750.8 of the Education Code, attached is a brief report on the Jail Education Program from March through November 1, 1974.

PROGRAM

The Education Program at the Marin County Jail consists of one full-time instructor whose responsibilities include the implementation of curriculum approved by the Bureau of Adult Education, California State Department of Education in the following areas: Basic Education, High School Subjects (Review), and Vocational/Career Exploration.

In November, 1974 there were twenty-five inmate students enrolled in the program. The following is a brief description of the curriculum in each of the three areas, with a breakdown of the sampled students in each area.

The focus of Basic Education is remediation. Reading, writing and mathematic skills are stressed for students who have had difficulty in these areas. These individuals are tutored at a very elementary level, receiving individualized assistance in the areas of deficiency. Five students are enrolled in this curricular area.

In the High School Subjects (Review), the emphasis is upon the five areas of the G.E.D. (General Education Development Test): mathematics, grammar, literature, science, and social science. The G.E.D. Test was developed to provide high school equivalency for individuals who had not completed high school. Included are both individuals without high school diplomas and persons with diplomas who are anxious to review the skills which they, to some extent, have lost. The class meets in small groups to complete exercises from G.E.D. workbooks: tests are self-marked and answers discussed. Students without high school diplomas are pre-tested and tutored in each subject area, as a prelude to being administered the G.E.D. battery of tests.

The Vocational/Career Exploration area stresses assistance to inmates via information on vocational training programs and college entrance requirements. The direction of the class is dependent upon the particular needs of students. Ten students are enrolled in this curricular area. The class includes a discussion group on the problems of re-entry into the world of work, value clarification, and attitudes. Additionally, students are encouraged, in an academic sense, to maintain whatever skills and interests they possess by means of reading books loaned from the Marin County Library.

STATISTICAL DATA AND FOLLOW-UP ON G.E.D. GRADUATE RESPONSES

I. General Information (March 4, 1974 through November 1, 1974)

Total number of inmates contacted	160
Total number of inmates enrolled	70
Pre-GED tests administered	43
G.E.D. graduates (through November, 1974)	12
Occupational tests administered	15
Adjective Check Lists administered (Interest Survey)	20

II. Average Daily Attendance

1973-74	7th school calendar month	(Feb. 25-March 22)	7.5
	8th school calendar month	(March 25-Apr. 19)	25.0
	9th school calendar month	(Apr.22-May 17)	19.3
	10th school calendar month	(May 20-June 14)	22.2
Summer 1974		(June 17-July 12)	21.5
		(July 15-July 26)	15.9
1974-75	1st school calendar month	(Sept. 9-Oct. 4)	20.7

III. Profile of Inmates: (Sample of 32 inmates in the Marin County Jail Education Program on November 1, 1974)

Age:

Number of inmates under 20 years old	2
Number of inmates between 20 and 25 years	6

Profile (Continued:

Number of inmates between 25 and 30	20
Number of inmates between 30 and 40	3
Number of inmates between 40 and 50	1

(The average age of those inmates polled was 23.9 years)

Education:

Highest grade completed in school as indicated by inmates:

Inmates completing 6th grade	1
Inmates completing 9th grade	3
Inmates completing 10th grade	1
Inmates completing 11th grade	8
Inmates completing 12th grade	8
Inmates attending 1 year of college	6
Inmates attending 2 years of college	0
Inmates attending 3 years of college	3
Inmates attending 4 years of college	2

(The average number of years in school was 11.9)

Marital Status:

18 of 32 inmates are single

8 of 32 inmates are married

6 of 32 inmates are divorced

Sentences:

14 of 32 inmates had not been sentenced

18 of 32 inmates had been sentenced

Profile (Continued):

Of the 18 sentenced inmates, the average sentence was 3.8 months. The range of sentences was from 2 days to 10 months.

Inmates with less than 1 month to serve	2
Inmates with 1 to 6 months to serve	11
Inmates with sentences in excess of 6 months	3

IV. Follow-up on G.E.D. Graduate Responses

In October, 1974, as part of the evaluation process of the Marin County Jail Education Program, letters were sent to the ten individuals who had completed the G.E.D. Test while enrolled in the program.

The graduates were requested to respond to the following questions:

1) What has your G.E.D. diploma meant to you personally? Has it been helpful in seeking employment? Has it helped you in any way?

2) Did the educational program in the jail meet your needs while you were there? How did it help or not help you?

3) Do you have any suggestions for those who are continuing to develop educational programs within the jail?

Of the ten graduates, comments were received from four individuals (40%). Two individuals had moved and left no forwarding address (20%); three persons neglected to respond (30%); one individual had been in the County Jail but had been released prior to being surveyed (10%).

G.E.D. Responses (Continued):

Included are the comments received:

Question #1: What has your G.E.D. diploma meant to you personally? Has it been helpful in seeking employment? Has it helped you in any way?

Respondent #1: "I find the greatest benefit derived from having obtained my G.E.D. is the motivation and drive that was produced in me by having made such an accomplishment... I am pursuing a major of pre-veterinary medicine in college..."

Respondent #2: "...I'm sure it will help. While studying for it I was surprised at how much one could forget and how much I didn't even know..."

Respondent #3: "...After dropping out of high school, I tried night school a couple of times; both without success...I never got along with the teacher. Then Ray (Marin County Jail Education Teacher) started coming up to the jail getting guys to go to his class...I got my diploma...and it gave me a feeling of accomplishing something that was really worth my while..."

Question #2: Did the educational program in the jail meet your needs while you were there? How did it help or not help you?

Respondent #1: "The educational program...did meet my needs while I was there. The biggest need which it filled was to create a productive and positive outlet for my energies while in custody."

Respondent #2: "Yes, definitely...I increased my awareness and knowledge. I found myself looking forward to the time I spent in there each day. It sure was more beneficial than sitting in a cell."

G.E.D. Responses (Continued):

Respondent #3: "Yes, the program helped me greatly. Since the program I have started reading more books on my own, and I have realized that a person can never learn enough...Plus I became closer to my family because they never thought I was going to get my diploma..."

Question #3: Do you have any suggestions for those who are continuing to develop educational programs within the jail?

Respondent #1: "I strongly urge the continuation of the G.E.D. program at your jail, and if possible the utilization of inmate tutors...You might also consider college level courses...I feel that this is one of the healthiest steps ever instituted in a county jail..."

Respondent #2: "More reading material...more visual aids... more outsiders to come in and give seminars and lectures... a larger and more complete library."

Respondent #3: "...I would highly recommend field trips, and any other ideas such as visiting colleges and libraries, etc..."

Respondent #4: This individual did not respond to each individual question. Rather, he chose to summarize his perceptions with a general positively constructed format which included the following: "...But, most of all it was really nice to know someone cared enough to start this program. It helped me to care about myself enough to want to finish school."

FINANCE

The State School Fund is the source of financial support for the Marin County Jail Education Program. All units of A.D.A. are supported with the High School Foundation Program of $1,010. for 1974-75. The budget for this program for fiscal 1974-75, based upon an A.D.A. of 22 students, is $22,220. The program is in operation 180 days throughout the year. On this basis, the daily per pupil cost is $5.61. Attached is a copy of the 1974-75 budget for the Jail Education Program.

MARIN COUNTY CORRECTIONAL INSTRUCTION 1974-75 BUDGET

SPECIAL SCHOOLS AND CLASSES

.180 (7960)

		1974-75 Budget
000 Certificated Salaries		
1100 Teachers' Salary		
Teacher (new)	100%	12,273
Summer Teacher	20 days	1,356
Substitutes (10 days sick leave)		358
Reserve for Adjustment		982
		14,969
1900 Other Certificated Salaries		
Instructional Specialists (hourly)		1,000
	Total - 1000	15,969
000 Employee Benefits		
3100 S.T.R.S. Annuity Fund (4.8%)		767
3410 Health & Welfare Benefits for Teachers		532
3600 Workmen's Comp. Insurance		107
	Total - 3000	1,406
000 Books, Supplies & Equip. Repl.		
4200 Other Books		
Encyclopedias		-0-
Atlas		-0-
		-0-
4300 Instructional Supplies		
Programmed Instruction, Classroom Supplies		2,618
Inservice		50
Administration (indirect costs)	8%	1,535
	Total - 4000	4,203
000 Contract Services & Other Oper. Expenses		
5100 Contracts for Personal Service of Consultants, Lecturers, etc.		
Teacher		-0-
5200 Travel, Conf. & Other Exp. Reimbursed		
Travel (11 mos. -3,575 mi. @ .13)		465
	Total - 5000	465
490 All Other Equipment		-0-
900 Appropriation For Contingencies		177
	TOTAL BUDGET	22,220

APPENDIX 4

EDUCATIONAL AND VOCATIONAL MATERIALS

Part A: Progress Report on Horticultural Technology

Part B: Report on Courses in Classes for Adults, Approved by Bureau of Adult Education, State Department of Education

Part C: General Education Development (GED) Test Description

Part D: Accounts of First Graduation from Marin County Jail Education Program

FFICE OF VIRGIL S. HOLLIS ○ MARIN COUNTY SUPERINTENDENT OF SCHOOLS

January 10, 1974

MEMORANDUM

TO: Byron Mauzy, Bob Spain

FROM: Carolyn Horan

SUBJECT: Progress Report on Horticultural Technology

We have sent out close to 400 questionnaires regarding a job market survey for a program in Horticulture Technology. Questionnaires about Ornamental Horticulture, Gardening, etc., were sent to florists, nurseries, gardeners, landscape architects, golf courses, Forestry Department, State, County and City parks and the area covered included Petaluma and Marin County. We have received answers from twenty-two (22) of these questionnaires with information regarding employment. I am attaching the compilation of these answers to this memorandum.

You will notice on the attached, Frank Peccorini commented that there is a State program being initiated for training by the Contractors Association. I have contacted Mr. Peccorini and have a preliminary meeting with him on January 11th and again with him and the statewide group on January 22nd at Napa to sit in on their plans for the statewide training program. Their plans do include a Regional Occupational Program. By that I mean they are aware of the ROP's and have been dealing with someone in Southern California seeing if they can get that ROP to plug into a program in the area of gardening and groundskeeping.

Another survey that was returned from Trees of America, Ltd. gave as contact, Mr. Les Lehman. I have talked to Mr. Lehman on the phone and I understand they are opening a large nursery in Petaluma that will employ about 50 people. I have an appointment to see Mr. Lehman at his place of business on Wednesday, January 16th. I hope to get information regarding local names from him.

Besides these surveys, I have collected job descriptions from the Federal, State, County and City agencies which employ people in these areas. Also, Paul Maxwell and I met with Mr. Hesemeyer from the Golden Gate Park District. He said there are seven parks in Marin County that have 35 permanent employees with not much change over. However, there are a lot of seasonal employees that they do hire. These would be entry-level summer jobs mostly.

llw

TAMAL VISTA BOULEVARD ○ CORTE MADERA ○ CALIFORNIA ○ 94925 ○ Phone 924 9500, Area Code 415

JOB MARKET SURVEY
HORTICULTURAL TECHNOLOGY

January, 1974

Business	Entry Level Jobs	New Hires Each Year	New Hires Next Year	New Hires Next 3 Years	Applicants Available: Fewer Than Needed	Applicants Available: More Than Needed	Applicants Available: Right Amount	Current Need For Training	Will You Serve on Advisory Committee?	Hire an ROP Student?	Comments
Sonoma Mill & Lumber	2	1	1	1	x			Yes	Don't feel qualified	Yes	
Corte Madera Florist	0	0	0	?				Yes	Yes	Perhaps	Business depends on supply and demand
Bancroft's Flowers & Nursery	6		0	0				Yes	No	No	
Mill Valley Parks & Recreation Dept.	5	1	1	1		x		Yes	Yes	Yes	Present employees enrolled at COM
The Plantery	0	0	1	?	x			Yes	Yes	Yes	
Forster & Kroeger	5	10	10	30	x			Yes	Yes	Yes	
Mai K Arbegast	0	0	0	0	x			No	No	No	Landscape Architect Consultant
Cagwin & Dorward	11	6+	8+	20+	x			Yes	Maybe	Yes	Youth should be shown opportunities in this field
City of Novato	5	?	?	Unk			x	Yes			Have need for trained students in summer
Trees of America, Ltd.	13	As needed	As needed	Unk	x			Yes	Yes		Just starting up
Frank Peccorini, Landscape Const. & Mgt.	15	5-10	3-5	10-15			x	Yes	Yes	Yes	Statewide program being initiated by Contractors Assn
Prickett's Garden Ctr.	5	1-2	1	3	x			Yes	No	Yes	Would be glad to hire trained personnel
The Greenwood Tree	2	0	0	0			x	Yes	No	Yes	Do not raise trees but there is need for retail clerks
Flower Fashions	2	1-2	1	1			x	Yes	No	Perhaps	Floristry - a very small field
Summerland Plant Co.	0	0	1?	?		x		Perhaps	Yes	Yes	
Pinelli's Flowerland	8	3-5	3-5	9-15			x	Yes	?	Yes	
Peacock Gap C. C.	11	0-2	0	2?		x		Yes	Yes	Yes	
Egger & Sons Nurseries	20	4	4	15	x			Yes	Yes	Yes	
Marin Enterprisers	6	8	8	20	x			Yes	Yes	No	Voc. trng. program for Marin Aid to Retarded Children
Lonsden Nursery, Inc.	2	2	3	5		None		Yes			
Carlisle Becker	0	0	0	0				Yes	Possibly	N/A	Professional landscape architect
Katherine Eubanks Florist	7	3	4	10	x			Yes	Yes	Yes	On Adv. Board for City College of S.F.

GENERAL EDUCATION DEVELOPMENT (G. E. D.) TEST

By Emily Glines

WHAT IS IT?

1. A series of five tests covering the following:

   a. English Grammar and Usage
   b. Interpretation of Social Science
   c. Interpretation of Science
   d. Interpretation of Literature
   e. Mathematics

The test is designed to be comprehensive covering the entire range of course work offered in these areas in high schools from freshman to senior level. A person taking the test should not expect to be familiar with all the material on the tests just as no high school student would be expected to have taken all courses at all levels in every subject.

WHERE DID IT COME FROM?

2. The General Education Development (G. E. D.) Test was developed during the second World War to provide high school equivalency for servicemen who had not completed their high school education before enlisting. It is administered through the American Council on Education which continues the administration of the miliary form and also provides for the accreditation for high school and post-high school U. S. A. F. I. courses available to servicemen.

After the war, the test was made available to civilians. It is now widely accepted in lieu of a high school diploma by business, industry, governmental, military and educational institutions.

WHY IS IT EQUIVALENT TO A HIGH SCHOOL DIPLOMA?

3. As each form of the GED is developed, it is standardized by administering it to high school seniors nationwide. Approximately 8,000 are tested in 80 high schools. Recommended passing scores are based on the scores of these high school seniors.

Thus, when a person passes the test, the test is saying he is able to read and interpret material in social studies, science and literature, to use correctly the English language and to solve mathematical problems at a level equivalent to that of high school seniors nationwide.

WHAT ARE PASSING SCORES?

4. The California minimum scores are a 45 average standard score and no lower than a 35 standard score on any test. A person achieving these scores may be issued a 12th grade proficiency report. In addition they may apply for a State High School Proficiency Certificate which is to be considered the equivalent of a diploma by all public agencies. However, some individual school districts have established higher scores for granting high school credit toward a diploma on the basis of examination and colleges require high scores for admission on the basis of examination. A lower than minimum state score is acceptable for some training programs. It is important, therefore, to know the purpose of examination when tutoring, scoring and interpreting the GED.

WHAT ARE THE OTHER STANDARDS FOR ALLOWING CREDIT?

5. The standards are higher when the test is to be used for diploma credit. Only high school districts can grant a diploma.

a. Local Adult School

Each local adult school has a residency requirement pertaining to granting credit toward a diploma. This does not necessarily mean one must reside in the district but that one must have taken between 10 and 15 credits of course work at the school. If residency is satisfied, credit for the GED may be awarded.

In all cases, it is wise for an adult to check first with the Adult School to see what credit will be awarded as there are additional requirements for graduation in most cases.

b. Continuation Schools

Some Continuation Schools will grant credit on the basis of the GED. In general, a 40 minimum standard score is required. However, the school may make individual exceptions.

c. State Colleges

State Colleges may accept the GED. If so, the score on an entrance exam (SAT or ACT) is combined with the GED score to determine eligibility. Each college sets its own standards. A person desiring to enter a state college would do well to apply at several.

d. Community Colleges

If an individual is over 18, a high school diploma is not necessary to enter a community college. However, some do request GED results and provide GED testing for students and non-students.

e. Less Than 12th Grade Scores

Beauty Colleges and Licensed Vocational Nursing Programs require only 10th grade equivalency. It is often wise to encourage a person to attempt the 12th grade level, even if at present 10th grade is all that is needed, as this opens more opportunities to him.

S IT ALWAYS NECESSARY TO GIVE ALL FIVE TESTS?

. No. If a person has taken the test elsewhere, either as a civilian or in e military. he can be given credit for any of the five passed at a 35 standard core or higher even though his average score was not high enough to gain him certificate. He need only re-test on those tests below a 35 or on those necessary raise his average to 45.

HAT DO TEST SCORES MEAN?

. There are three scores given for a GED test - the raw score, the standard core and the percentile. Only the standard score and percentile are reported to e applicant.

a. Raw Score

The total number of items correct.

b. Standard Score

A means of equating scores from each test based on the raw score. A standard score of 50 is the raw score obtained by 50% of those high school seniors on which the test was standardized. This raw score is different for each test as each test varies in difficulty and in number of items. Other standard scores are based on the normal curve, i. e. 84% of high school seniors would make a standard score of 60 or better, 16% would make a standard score of 40 or lower. It is the standard score that determines whether a person passes. It is important to remember standard scores are not equal to raw scores when counseling people for re-testing.

c. Percentile Rank

Indicates the rank of an examinee in relation to the high school seniors on which the test was standardized. This score probably best expresses to a person how well he did, a question frequently asked. A percentile rank of 30 means the person tested as well or better than 30% or 30 out of 100 high school seniors but 70% or 70 out of 100 scored higher than he scored. A person at the percentile of 85 scored as well as, or better than, 85% of high school seniors. Only 15% scored as high or better.

ARE THERE OTHER WAYS OF GAINING HIGH SCHOOL EQUIVALENCY OR A HIGH SCHOOL DIPLOMA?

B. The GED may be used to gain credit toward high school diploma but only hrough an adult school.

High school diploma credit can also be earned in community college. n this case, the diploma is granted by the local high school last attended. For persons who are only a few units short of graduation, this may be a better lternative for earning credit than the GED.

G. E. D. TESTING CENTERS IN MARIN COUNTY:

Marin County Superintendent of Schools Office	Cathi Howe, 924-9500
Marin Community College	Virginia Boothby, 454-3962, Ext. 270
Tamalpais High School	Larry Moyer, 388-3292
San Rafael High School	Wayne Boone, 456-0150, Ext. 218
Novato Adult Evening High School	Joe Gargiulo, 897-4201

San Francisco Examiner
March 21, 1974

Jailhouse diploma first step toward veterinarian career

GERALD L. WESTBROCK
Proud graduate

Gerald L. Westbrook, 26, went home to Hollywood today with a first-of-its kind diploma in his pocket and the ambition to become a veterinarian.

He goth the high school diploma yesterday in a one man graduation ceremony in the office of Marin County Sheriff Louis Mountanos, in the Civic Center—one floor below his home for the past month, the county jail. Now he can go on to college.

The diploma was unique in that it was the first jailhouse educational program in California directed by a county superintendent of schools, Marin's Virgil Hollis.

Legislation was passed last year for the pilot educational program.

Westbrook's teacher was Ray Wilmot, 34, who taught most recently in San Mateo County's jail under the VISTA program.

"I've been working with 15 men and half of them are working towards high school diplomas, and the other half are interested in remedial reading or vocational counseling," Wilmot said.

How did Westbrook get a diploma in such a short time?

Actually Westbrook had only to bone up for state exams for his degree because he had dropped out of Beverly Hills High School just two weeks before graduation.

"In order to get the diploma I had to pass five, two-hour exams," he said.

How did such a bright young man happen to land in jail on a 90 day sentence?

He was arrested last November for shopping in Sausalito with someone else's credit card — and that's a lesson he had to pay for, the hard way.

Independent Journal
March 21, 1974

A MATTER OF DEGREE

Two weeks ago, teacher Ray P. Wilmot reported to the Marin County Jail to tutor inmates. His efforts bore their first fruit yesterday as inmate Gerald L. Westbrook, 26, received his GED (General Educational Development) high school diploma. Wilmot is tutoring another dozen inmates toward their degrees or in special subjects. Marin is the only county in California taking part in the state-funded pilot program, and that makes Westbrook the first inmate in the state to secure a diploma in the program. He is serving 90 days for credit card fraud.

Pictured left to right, Marin County Sheriff Louis Mountanos, Inmate Gerald L. Westbrook, Marin County Superintendent of Schools, Virgil S. Hollis, on the occasion of the first graduation ceremony of the Marin County Jail Education program. Mr. Westbrook received his G.E.D. high school diploma in this unique Marin County program sponsored by the Marin County Schools Office.

BIBLIOGRAPHY

BIBLIOGRAPHY

Adams, Stuart. *College Level Instruction in U.S. Prisons: An Exploratory Survey*. New York: Ford Foundation, 1968.

Clark, R. *Crime in America*. New York: Simon & Schuster, 1970.

Davis, Jonothan C.; Reagen, Michael; Smith, Thomas E.; and Stoughton, Donald M. *School Behind Bars: A Descriptive Overview of Correctional Education in the American Prison System*. New York: Policy Institutes, 1973.

Eckenrode, C. J. "Education's Contribution to Institutional Treatment Modules." *The Journal of Correctional Education* 21 (Spring 1969): 5-8.

Hansen, J., and Peters, H. J. *Vocational Guidance and Career Development*. New York: Macmillan Co., 1966.

Marin County, California. "Final Budget and Auditor-Controller's Financial Report, 1973-74."

Rehabilitation Research Foundation. "A Systematic Approach to the Use of Programmed Instruction." *The Draper Project: Final Report*. Elsmore, Ala.: Draper Correctional Center, 1968.

Rogers, Carl R., and Skinner, B. F. "Some Issues Concerning the Control of Human Behavior: A Symposium." *Human Values and Abnormal Behavior, Readings in Abnormal Psychology*. Edited by Walter D. Nunkaway. Glenview, Ill.: Scott, Foresman & Co., 1965.

Ryan, T. A. "New Conviction: Career Education in Corrections." Prepared for American Correctional Association Congress of Correction, Seattle, August 13, 1973.

Sharp, E. P. "Scope of Corrections." *American Journal of Corrections* 34 (1972): 17-18.

Sikorski, Linda, and Thorn, Lorraine I. *First National Sourcebook: A Guide to Correctional Vocational Training*. Edited by David Keyes. Newton, Mass.: New England Resource Center for Occupational Education, and San Francisco: Far West Laboratory for Educational Research and Development, 1973.

Task Force on the Keldgord Report and San Quentin. "Report to Marin County Board of Supervisors on Implementation of the Keldgord Report in Marin County." Marin County, Calif., March 1973.

Thorn, Lorraine I. "Inmate Vocational Training: A National Overview." San Francisco: Far West Laboratory for Educational Research and Development, n. d.

Tinton, Robert. *The Study of Man*. Washington, D. C.: Appleton-Century-Crofts, 1956.

U.S. Bureau of Prisons. *Annual Report 1972*. Washington, D. C.: U.S. Bureau of Prisons, 1972.

U.S. Bureau of Prisons. *New Roles for Jails*. Washington, D. C.: U. S. Bureau of Prisons, 1969.

U.S. Bureau of Prisons. *The Residential Center: Corrections in the Community*. Washington, D. C.: U.S. Bureau of Prisons, 1966.

U.S. Bureau of Prisons. *Statistical Report Fiscal Year 1966*. Washington, D. C.: U.S. Bureau of Prisons, 1966.

U.S. Chamber of Commerce. *Marshaling Citizen Power to Modernize Corrections*. Washington, D. C.: U.S. Chamber of Commerce, 1972.

U.S. Congress. Senate. *Congressional Record*, Vol. 118. no. 19. Washington, D. C.: 15 February 1972.

U.S. Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Handbook, 1972-73 Edition.* Washington, D. C.: Government Printing Office, 1972.

U.S. Joint Commission on Correctional Manpower and Training. The Public Looks at Crime and Corrections. Washington, D.C.: Government Printing Office, 1968.

U.S. Joint Commission on Correctional Manpower and Training. A Time to Act. by J. V. Bennett. Washington, D.C.: Government Printing Office, 1969.

U.S. President's Commission on Law Enforcement and Administration of Justice. The Challenge of Crime in a Free Society. Washington, D.C.: Government Printing Office, 1972.

U.S. Special Task Force to the Secretary of Health, Education and Welfare. Work for America. Washington, D.C.: Government Printing Office, 1973.

"Vocational Education." Supplement to Journal of Human Resources. Madison: University of Wisconsin Center for Studies in Vocational and Technical Education, 1968.

Zeisel, H. "Crime and Law and Order." American Scholar 40 (1971): 624-633.